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East San Jose Educational Park Study: Developing a Preventive Strategy for Meeting Tomorrow's Educational, Vocational, Ethnic and Societal Demands. End of Budget Period Report.

San Jose East Side Union High School District, Calif.

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This comprehensive report of an 18-month ESEA/Title III study outlines the recommendations of the project staff regarding the establishment of a secondary level educational park as a preventive strategy for meeting emergent educational, vocational, ethnic, and societal demands in a school district with 11,000 students enrolled in seven high schools in 1967. The educational park is seen as a means of insuring quality education for all students in a rapidly growing district with 30% Mexican-Americans and 4% Negroes. A number of pilot instructional strategies are described, including use of minority representatives as spokesmen for vocational achievement, visits to industry, college visitation, intradistrict student transfer, and pass-fail grading. The report also includes extensive recommendations from the curriculum subcommittees, references to a number of related special projects, and a review of steps taken to develop community support. Appendices include a demographic study of the district, examples of evaluative instruments used in the survey, and press coverage given the study. A related document is EA 002 036. (JK)

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EAST SAN JOSE EDUCATIONAL PARK STUDY

Developing A Preventive Strategy For Meeting Tomorrow's Educational, Vocational, Ethnic and Societal Demands

END OF BUDGET PERIOD REPORT

June 30, 1968

A Project Funded Under Public Law 89-10
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Submitted by
Henry C. Jensen, Director
Guy C. Klitgaard, Associate Director

East Side Union High School District
12660 North Capitol Avenue
San Jose, California 95133

Frank Fiscalini, Superintendent

EA002037

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I. INTRODUCTION

On September 1, 1966, the East Side Union High School District submitted a proposal for a planning grant to be funded under Title III of Public Law 89-10, the Elementary and Secondary Education Act of 1965. The proposal received the endorsement of the Santa Clara County Projects to Advance Creativity in Education (SPACE), the California State Department of Education and the United States Office of Education. It was funded for an eighteen month period, January 1, 1967, to June 30, 1968, in the amount of $88,077. The project is officially titled, "Developing a Preventive Strategy for Meeting Tomorrow's Educational, Vocational, Ethnic and Societal Demands," and has been known locally as the "East San Jose Educational Park Study."

The objectives, as stated in the original proposal, are as follows:

Primary objective: To develop a total exemplary secondary education package that anticipates and combats the "social dynamite" created by rapidly changing ethnic ratios within neighborhoods.

Crucial component objectives:

1. To pilot a number of instructional strategies designed
    a. To lower communication barriers between racial and ethnic groups
    b. To facilitate the transition (while increasing the possibility of success) from secondary school to the world of work and/or continuing education
    c. To raise aspiration levels of economically and educationally disadvantaged students
2. To develop strong community support for the concept of integration through community action by means of productive interaction of members of integrated committees representing community agencies and active participation in planning by groups to be directly served by an educational-community center.

Secondary objectives:

1. To explore the feasibilities and obtain the necessary agency commitments for the cultural-recreational components of an educational-community park
2. To obtain the information necessary for the development, by the District, through the use of local monies, of specifications for the physical facilities to house the "total exemplary secondary education package."

The project staff includes three full-time people: a Director, an Associate Director and a Secretary. The Director's professional background includes fifteen years as a high school principal outside the District and over six years as principal of one of the District's schools. He has been responsible for providing the direction and leadership for the entire project.

The Associate Director came to the project with eight years of experience as a teacher, department chairman and subject area coordinator for the District's social studies program. He helped to initiate team teaching in the District and was a leader in Project Character, an in-service education program in one of the schools. He has been responsible for the curriculum phases of the study, particularly the work encompassed by component objective 1.

The Secretary has handled the voluminous correspondence generated by the project, the minutes of over 110 committee meetings, the preparation of reports and the dissemination of project information to interested school districts and educational agencies throughout the nation. Quantitatively, this work represents an output of nearly 100,000 pages of material.

The purpose of this report is to present a comprehensive account of work accomplished throughout the eighteen months of the project's existence. For purposes of clarity, separate sections are devoted to primary, component and secondary objectives. This material will be found in Section III through V. Section VI deals with the response of the District's Board of Trustees, and Section VII details plans for the future.

II. SUMMARY

The most important achievement of the project has been the establishment of the feasibility of an educational park for East San Jose. The park, a multi-agency complex, with educational, cultural, recreational and social services components, is viewed as the most viable means of achieving the objectives stated in the initial application for a planning grant. The Blue Ribbon Advisory Committee, composed of leading citizens in the community, studied all aspects of the local situation for a period of fifteen months. Their final report to the District's Board of Trustees on May 1, 1968, recommended the establishment of the educational park. The Board, in a special meeting on June 4, 1968, accepted the recommendation and instructed the administration to bring in plans to implement it.

The educational park is seen primarily as a means of insuring quality education for all students in a rapidly growing district. It not only can provide for a broadened and enriched curriculum, but it can stabilize ethnic ratios. This is viewed as a necessity in a district with 30 per cent Mexican-Americans and 4 per cent Negroes and in which local school ethnic ratios are becoming increasingly out of balance.

Instructional strategies piloted during the study have concentrated heavily upon the educational needs of minority group students. These strategies have probed, with promising results, into means for lowering communication barriers between racial and ethnic groups, facilitating the transition from secondary school to post-secondary endeavors, and raising the aspiration levels of economically and educationally disadvantaged students. These pilots have pointed the way to a more relevant curriculum, to improved guidance services and to more direct involvement of parents and other community members in the educational enterprise.

The project has succeeded in developing a strong basis of community support for a fully integrated school system and for expanded educational offerings for all students, particularly those who have suffered the handicaps associated with poverty and minority group status. Committees active in the project have included minority group representatives, parents, professional educators, students and key leaders in the community.

The concept of a multi-agency center has won strong endorsement from leaders in local government and from high-level personnel in both public and non-public social service agencies. The prognosis for active involvement of such agencies in the complex is excellent. There appears to be a new readiness for inter-agency cooperation which was not in evidence before the project was initiated. The project has succeeded in marshalling the forces of these agencies to attack the community's social problems on a unified basis.

Considerable work has been done on site selection and on the development of preliminary plans for the physical plant. The house plan has been explored in depth and is viewed as the best means for capitalizing on the advantages of a large school while preserving wholesome student-teacher relationships through small sub-units.

Efforts during the 1968-69 school year will be directed toward broadening the base of community involvement and support, developing plans for administering a multi-agency complex, planning the administrative and instructional structure of the school, and preparing the detailed plans for the physical facilities.

III. ACTION ON PRIMARY OBJECTIVE

The charge "to develop a total exemplary secondary education package that anticipates and combats the 'social dynamite' created by rapidly changing ethnic ratios within neighborhoods" is a formidable one. Implicit in it is the assumption that the present "package" is inadequate in some respects. What are the conditions that give credence to the assumption and urgency to the charge?

First, it is evident that any attempts to reform the educational enterprise must be viewed within the context of the massive social upheaval being experienced throughout the nation. Forces are at work in the body politic which demand responses by all of society's institutions in even the remotest corners of the nation. The increasing militancy of racial and ethnic minorities, the disaffection of youth with the established order, the growing power of teachers' organizations, the general discontent over the Vietnam war are but a few examples of forces which are shaking the foundations of our institutions. School systems are finding themselves increasingly at the epicenter of social upheaval. They must respond. Such response can range from a rigid defense of the status quo to a responsibly creative openness to change.

Second, the social dynamics of the local situation lend an immediacy--a "here and now" flavor--to the demands for change. The most striking aspects of the local situation are rapid population growth, relatively high mobility, high proportions of low income and disadvantaged families, relatively high proportions of Mexican-American and Negro families, and a growing trend toward ghettoization of neighborhood schools. A few statistics will illuminate these population characteristics.

The enrollment in the East Side Union High School District is growing at a phenomenal rate. The District has grown from one high school enrolling 900 students in 1950 to seven schools enrolling 11,000 in 1967. Long-range forecasts made by the consulting firm, Davis, MacConnell and Ralston, indicate that the present enrollment will triple to 33,000 students by 1985.

Studies conducted by the Santa Clara County Planning Department, using data from a special census in 1966, indicate that the area served by the East Side Union High School District is socially and economically impacted when compared with the rest of the county. The proportion of low income and minority populations is two to three times that of the county. Mexican-Americans represent less than 10 per cent of the county population, 21 per cent of the East Side population, and 30 per cent of the East Side Union High School District enrollment. Negroes are a small but growing minority. They make up one per cent of the county population, 3.4 per cent of the East Side population, and 4.3 per cent of the East Side Union High School District enrollment.

The number of persons unemployed and on welfare is markedly higher on the East Side than in the county as a whole. In addition, there are certain neighborhoods, particularly in the central portion of the District, in which the indices of impaction provide even more startling contrasts. This fact is demonstrated most graphically by a poverty index study conducted in April, 1968. In this study the index used is the percentage of students whose families are on AFDC (Aid to Families with Dependent Children). The findings are as follows:

SCHOOL	ENROLLMENT (4/19/68)	No. AFDC	Poverty Index
Overfelt	2,015	678	33.6
Hill	1,384	300	21.6
Lick	1,462	242	16.5
Piedmont Hills	1,791	264	14.7
Ayer	1,460	156	10.6
Mt. Pleasant	1,792	152	8.4
Oak Grove	788	64	8.1
TOTAL DISTRICT	10,692	1,856	17.3

(For locations of schools consult map in Appendix A)

This study indicates that poverty is much more prevalent in the central portion of the District than at the periphery. Note that Overfelt's poverty index is four times higher than Oak Grove's and Mt. Pleasant's and over three times higher than Ayer's.

Analyses of ethnic ratios reveals the same kind of imbalance. The student body at Overfelt is 49 per cent Mexican-American and 9 per cent Negro. By contrast, Oak Grove enrolls 16 per cent Mexican-Americans and fewer than one per cent Negroes.

It is obvious that any efforts to combat social dynamite should be concentrated in the central portion of the District. Such efforts should, as a minimum, seek to do two things: (1) reduce the disparity in ethnic ratios and (2) enhance the quality of education available to all students.

It is the judgment of the Educational Park Study staff that the educational park approach offers the most realistic and sensible approach to developing a "total exemplary education package" for meeting these two objectives.

The alternatives available to achieve satisfactory ethnic balance can be reduced to three: (1) bussing students from one attendance area to another, (2) open enrollment, and (3) a large school drawing its students from a large attendance area which will provide the desired ratios. The first two alternatives have, by and large, met with little success throughout the nation. Bussing has been met with growing resistance by both minority and majority parents, and it is costly. Open enrollment usually results in a small number of minority students attending majority schools and almost no movement in the reverse direction. There is little in the experience of other communities that would lead us to believe that either of these alternatives offer viable solutions to the problem of ethnic balance in our District.

The third alternative offers real promise. The staff engaged the consulting firm of Davis, MacConnell, and Ralston of Palo Alto to conduct a demographic study of a proposed attendance area in the west-central portion of the District. Answers were sought to two questions: (1) would this area generate an enrollment of 5,000 students and (2) would the ethnic ratios approximate those for the District as a whole. The study (see Appendix A) produced an affirmative answer to both of these questions.

The attendance area proposed is defined roughly by the District boundary on the west, Story Road on the south, and Trimble Road on the north. It would also include an area east of Capitol Avenue to Toyon Road, bounded by McKee Road on the south and Penetencia Creek Road on the north. (This is designated as area "A" on the map in Appendix A.) A school to serve this area could be built to house 2,500 students in the early 1970's. Increments could be added over a period of ten to fifteen years to accommodate an eventual enrollment of 5,000 by 1985. The student body would be drawn from attendance areas currently served by Overfelt, Lick and Piedmont Hills High Schools, all of which are facing imminent overcrowding.

As to ethnic ratios, the Davis, MacConnell and Ralston study indicates that minority group ratios would be very close to present district-wide ratios and that such ratios within the proposed attendance area would change very little over the next twelve years. Mexican-American and Negro ratios would average around 34 per cent and 5 per cent respectively in the high school age group (ages 14-17). (See Appendix A, page 6). These ratios are close to our 1967 ratios of 30 per cent and 4.3 per cent respectively.

The proposed attendance area would also represent a good cross-section of socio-economic backgrounds. The 1966 special census revealed that 13.3 per cent of the households in the county had annual incomes below $4,000. Data for the four census tracts lying wholly or partially in the proposed attendance area are as follows:

CENSUS TRACT	PERCENT OF HOUSEHOLDS UNDER $4,000 PER YEAR
37A	32.2
37B	19.7
38	8.6
40	15.5
43	12.7

All the demographic and socio-economic data available support the development of a major secondary education facility in the proposed attendance area as by far the soundest approach in meeting the primary objective. No other area of the District would provide the desired ethnic ratios without excessive bussing or undue gerrymandering of attendance boundaries.

Good ethnic ratios of themselves, however, are not sufficient to combat social dynamite. The causes of alienation, apathy and unrest must be attacked through the organizational structure, curriculum and staffing of the school. It is our judgment that this can best be accomplished through the development of small house units within a large school complex. The rationale for this is presented in Appendix B, a staff paper titled, "Educational Quality and the Large High School." In essence, our thesis is that we can provide curricular richness and diversity through largeness of scale in the total complex along with identity and connectedness through smallness of scale in the house units.

IV. ACTION ON COMPONENT OBJECTIVES

Piloting Instructional Strategies

The Associate Director of the project has worked with the District faculty and community resource personnel in piloting a number of instructional strategies. These strategies, while preliminary and probing in nature, have provided significant clues and insights for meeting the component objectives. What follows is a brief discription of the strategies employed in an attempt to reduce communication barriers, facilitate transition to post-secondary education or jobs and raise aspiration levels of disadvantaged students.

The report indicates the pilot strategies attempted, discusses their operation and evaluates their outcomes. Evaluative instruments used in some of the pilot projects are included in Appendix C. The Curriculum Committee policy statement and sub-committee recommendations are presented. Mention is also made of several special projects underway in the District that have special relevance to the work of this study.

Four Curriculum Sub-Committees (Administrators, Parents, Students and Teachers) met regularly during the study to suggest pilot strategies and generate ideas. The following consists of those pilot strategies that have been, are, or will be tried out in one of the eight existing schools in the District. The pilots are organized according to the objectives of the study.

A. To lower communication barriers between racial and ethnic groups

   1. Optimum School Project - Spring, 1967

   2. Minority Models Project - Vocational Information - Fall, 1967

   3. Minority Models in Civics - Spring, 1968

   4. Perceptual Styles Project - Fall, 1967

B. To facilitate the transition (while increasing the possibility of success) from secondary school to the world of work and/or continuing education

   1. Visits to Industry Project - Spring, 1967

   2. Vocational Exploration in English - Spring, 1968

   3. College Visitation Project - Spring, 1967

   4. Suggestions from Graduates Project (College Prep) - January, 1968

C. To raise aspiration levels of economically and educationally disadvantaged students

1. Intra-district Transfer Student Project - Spring, 1967
2. Know Your School Project - Spring, 1967
3. Teacher Aide Project - Spring, 1967
4. Family Crest Project - Spring, 1967
5. Pass-Fail Project - Spring, 1967
6. Pre-Scheduling Project - Spring, 1968
7. English Grouping Project - 1968-69 School Year
8. Intensive Counseling Project - Not Piloted

Optimum School Project - Spring, 1967

Source of Idea: The Students Sub-Committee suggested that a group of students be turned loose to create what they considered to be an "optimum" high school based on the Educational Park idea. They suggested that the students limit themselves to an exploration of the curriculum (what they want in school) and to the twin goals of raising aspiration levels of all students and gaining greater communication between ethnic groups and groups of all kinds.

Guideroom Activity: The Students Sub-Committee recommended that an information pamphlet regarding the Educational Park be given to students for study and discussion. Following this the teacher was to stress the importance of letting their imaginations run wild on the subject of the "optimum" school. They were to be encouraged to discuss co-curriculum activities and detail the "ideal" teacher if they so desired. The class was to work in small groups and discuss findings with the larger group.

Pilot Staff and Procedure: Miss Suellen Clark, Overfelt English teacher, agreed to work on this pilot in her guideroom. She got the pilot started and gave the students their head once they became involved in the pilot. It should be noted that the students in this case were sophomores.

Results: The students had difficulty seeing beyond their own little world. They seemed to lack imagination, although there were flashes of real insight from time to time. Perhaps there was too little time for preparation for the pilot activity. The Associate Director of the Park Study made himself available to assist in the guideroom, but his services were not requested. Students hit at greater student involvement, suggesting the school utilize student comments for school improvement and recommendations for subjects.

Curriculum changes suggested ran the gamut from dropping Physical Eduation to instituting studies in aircraft maintenance. Several suggestions appeared more than others. Some students wished to drop swimming, others thought there should be more of it. Grooming, make-up, and cosmetology courses were in great demand by the students. Some were interested in homemaking for boys and an expanded automotive curriculum including body and fender, tune up, etc. Out of the many and varied comments on general rules and regulations came the general feeling that dress and appearance requirements are too stringent.

Conclusions: The attention given to swimming might suggest that the reactions are from different viewpoints to the same problem. It appears that the inability to swim preys heavily on the minds of high school students. Perhaps making the passage of a swimming test, or at least the taking of a required course, a graduation requirement might be worth exploring.

Regarding the grooming and cosmetology suggestion, perhaps the homemaking (required) classes now being instituted under the LODESTAR program would be a place to establish pertinent units.

The Pittsburg, Pennsylvania, school system has an automotive program similar to that suggested by the students. It might be worthwhile looking into this program to see if it is relevant and adaptable to the needs of the East Side.

One suggestion regarding the attention given the behavior code by the students might be to have the code periodically reviewed by a group of teachers, students, and administrators, and perhaps parents. One of the reasons many have some difficulty with the code might be that they (particularly teachers) do not believe the code represents their feelings.

Further Action: The District conducted a widespread review of the behavior code during the 1967-68 school year. Students, parents, faculty and administration of each school were involved. The revised behavior code will be presented to the Board of Trustees prior to the opening of the 1968-69 school year for appropriate action.

Minority Models Project (Vocational Information) - Fall, 1967

Source of Idea: The Parents Curriculum Sub-Committee generated the idea for this pilot activity. Much of the literature today and the representatives of local minority group service organizations (NAACP and Community Service Organization, a Mexican-American group) indicated that one of the important needs for children of minority groups living in low socio-economic areas is successful individuals from their particular group who can serve as models. If a minority student sees adult members of his group only in menial jobs or in no jobs at all, then there is very little support given to the school that tells this individual that he can succeed in this society. It is hoped that by providing contact with successful minority group members this will give support to the school and enable the student to see himself in a positive role in the future of this society.

Through such a program it was expected that minority students would gain in self-esteem and become aware of many areas of society that minority people can aspire to enter. It was also hoped that providing minority models would reduce prejudice between various groups by close contact with successful members of minority groups.

Pilot Activity: The pilot was to provide one successful minority person as a speaker from vocational areas suggested by the students. This person was to visit a number of classes, give a short 10-15 minute presentation about the type of work he does, what it takes to get a position like his, and what obstacles he had to overcome in reaching his vocation. This presentation was to be followed by opening the class to a question and answer discussion period between the students and the speaker. The classes were to be regular size classes, 25-35 students, in order to provide for close contact and interaction between speaker and students.

Pilot Staff and Procedure: Mr. Albert Lawson, Overfelt High School Civics teacher, consented to use his classes for the project (five classes of 12th grade students) and worked closely with the Associate Director of the Educational Park Study. The Associate Director contacted the speakers, set up the visitation and consulted with Mr. Lawson and the speakers following each visit. Speakers were selected from persons suggested by the National Association for the Advancement of Colored People and the Community Services Organization. Below is a list of the speakers, their ethnic group, and their occupations.

MEXICAN-AMERICAN

Benigno T. Lopez, Minority Specialist
Department of Employment
State of California

Gilbert D. Cicairos
Youth Opportunity Center
Department of Education
State of California

NEGRO

Randolph Brewster
Education-Manpower Division
Management and Economics
Research, Inc.

Lawrence Dugan
Professional Employment Representative
Lockheed Missiles & Space Co.

Andrew Montgomery
Real Estate Broker

Bill Mayo
Employment and Placement
I.B.M.

Results: Each individual contacted for participation in the program expressed genuine interest and desire to visit the school. Although the largest minority in the school is Mexican-American, it was much easier to contact and get commitments from the Negroes, given the names suggested by the NAACP and CSO. Obviously, the Negroes were over-represented in the small pilot. The following list of strong and weak points regarding the pilot were arrived at by consultation with Mr. Lawson after he had discussed the speakers with his classes.

Strong points:

1. The speakers brought the remote business world into the classroom.
2. The speakers had achieved success and attained an identity in the competitive business world while being members of a minority group.
3. The speakers demonstrated that business was concerned with high school education and students.
4. The speakers stressed the importance of education as a vehicle to success in industry.
5. The speakers identified various opportunities opening in the business world to all students, regardless of heritage or education.
6. The speakers stressed the role of competition and production that determines the success of a business and/or individual in private enterprise.

Weak points:

1. Some guests were not prepared to work with classes for full fifty-minute periods.
2. Speakers tended to overestimate students' abilities and aggressiveness, making it difficult for some students to relate to the speakers' subjects.
3. Successful adult model is difficult for some students to relate to as some students find it hard to project themselves ten years or more into the future.
4. The speaker's time takes some time away from the continuity of the unit of normal class instruction.
5. Some students could care less about minority speakers.

Conclusions: It would appear that there is a vast resource of people in the community more than willing to get involved with high school students in any constructive manner. The impact of speakers on vocations presented in this manner is limited at the senior level, since these students have little opportunity to change their vocational preparation in high school at this time and are farily sure of the areas they will seek employment in. The fact that these speakers were successful minority members is something else, but their overall effectiveness might be much greater in an earlier (10th grade) comprehensive exploration of the world of work. Mr. Lawson suggested that for the 12th grade level, minority speakers in vocational fields might best serve the needs of students by providing a several day symposium on vocations allowing senior students to select the vocational areas of their interest for visitation and discussion.

Further Action: A pilot for the Spring of 1968 was set up related to this one. A discussion of the Spring pilot follows this as well as the results of attempts to evaluate the pilots in light of the objectives of the study.

Minority Models in Civics - Spring, 1968

Source of Idea: This idea was generated by the staff as a result of the Minority Models Project in the Fall of 1967. The background for this pilot is similar to the Fall project, although the emphasis would shift from the vocational area to that of civics. In this program, the students were to have first hand contact with local citizens involved in civic pursuits or occupations, recognize that all races and ethnic groups can and do participate in civic activity, and know how to get involved in civic activity.

Pilot Activity: The remote world of government and related activities was to be brought into the classroom to enhance the civics course material as well as to provide contact with successful minority group members. This would be done by bringing individuals representing a cross-section of the local racial and ethnic mix who were involved in civic activity to classes (30-35 students) to speak on and discuss their roles. The program was to also demonstrate that local governmental officials were concerned with high school education and students, and at the same time stress the importance of education as a vehicle to success in life. It was felt that students, particularly minority students, would see that there are opportunities available to all groups in local civic activity. Ten speakers were to appear, approximately one each week for a ten week period.

Pilot Staff and Procedure: Mr. Albert Lawson, Overfelt High School Civics teacher, consented to use two of his civics classes and worked closely with the Associate Director of the Educational Park Study who was to supply the speakers. Originally, there were to be two Negro, four Mexican-American, and four Caucasian speakers. The following individuals spoke to the classes, spending about twenty minutes speaking and the rest of the time in dialogue with the students:

Andrew Montgomery - Negro Civil Rights Leader
Oscar Gonzalez - Mexican-American Community Organizer
John Guisto - Caucasian member of the City Planning Commission
George Lydon - Caucasian President of the Greater East San Jose Homeowner's Council
Mark Bihn - Caucasian Director of Human Relations, City of San Jose
Frank Gomez - Mexican-American Delinquency Prevention Officer

Results: The course of events at the school during the pilot period did not provide enough time to bring the desired number of individuals to the civics classes. However, those who did come were excellent and well received by the students. From discussion with Mr. Lawson and the students, as well as from the results of an opinionnaire, the basic objectives of the pilot were met. The students did have first-hand contact with successful minority group members in the civic field, demonstrated growth in their recognition that all races and ethnic groups can and do participate in civic activity, and indicated growth in their knowledge of how to get involved in civic activity.

Conclusions: The pilot deserves further development. The civics course itself tends to be more valuable to the students through the contact with people actively involved in civic activity. When some of these people are minority members, needed models are provided in a meaningful manner for both minority and majority students. There are indications that self-esteem is also given a boost by the type of activity this pilot provided.

Further Action: Mr. Lawson plans to expand the pilot to make much of the activity an integral part of the civics curriculum at Overfelt High School. A number of the speakers indicated the desire to work with Mr. Lawson in developing the curriculum and assisting in obtaining the necessary speakers. Further steps will be taken in the area of evaluation also.

Perceptual Styles Project - Fall, 1967

Source of Idea: This pilot project was suggested by Mr. Joseph Esparza, a parent and member of the Curriculum Committee. His main point was that different environments, cultures, and life experiences produce different perceptual modes (ways of perceiving, sensing, remembering, thinking about aspects of oneself and the world). Recognizing this, he suggested a pilot activity that, in dealing with this problem, would aim directly at the study objective of lowering communication barriers between racial and ethnic groups.

Pilot Activity: The pilot would involve two stages. The first stage would consist of developing graphic models of the basic perceptual modes. This would be done by students with adult guidance. These models would then serve as a basis for interaction during the second stage between students in groups made up of individuals whose perceptual modes differ significantly. The discussion would be guided by a teacher, or students under the guidance of a teacher. Discussion would explore and identify differences in perceptual modes, then move to how and why these are developed. The instruction would attempt to show how each perceptual mode developed logically; that is, how each general perceptual mode developed--realizing that each individual's environmental experience produces his own unique variation of the general pattern.

Students were then to explore and discuss the relationship of each general perceptual mode to the society we live in, in particular to the school and the world of work. The facilitative and restraining aspects of each mode in relation to adjustment to our society was to be examined, particularly with respect to finding ways of linking and using both perceptual modes to come to grips with our increasingly complex environment.

Pilot Staff and Procedure: Mr. Joseph Esparza and the Associate Director of the Educational Park Study worked together on this pilot. The Curriculum Committee found it quite difficult to understand just what this pilot was all about and what it was to do. The Associate Director met three times during the summer of 1967 with Mr. Esparza to try to gain a better understanding of the project himself. The Associate Director found some support for the basic point of Mr. Esparza in the work of Basil Bernstein, an English sociologist (see Education Economics and Society, by Halsey, et al, Glencoe Press, 1962 - chapter 24, "Social Class and Linguistic Development: A Theory of Social Learning"); from a book by Segal, Campbell, and Herskovits titled, The Influence of Culture on Visual Perception, from Helene Belz, District Consultant for the Gifted, and more recently from the ideas expressed by Professor Arthur R. Jensen of the University of California.

The Associate Director understood the main point of Mr. Esparza's idea, but was never quite sure what Mr. Esparza meant when he talked about creating graphic models of the different perceptual modes. In any case, the Associate Director decided to continue with Mr. Esparza to see what could be done. Two social studies classes on each grade level (9-12) were visited at Overfelt High School by the Associate Director to explain the project and solicit volunteers. As a result of this appeal, fifteen students indicated interest and met with Mr. Esparza and the Associate Director. At this initial meeting, Mr. Esparza attempted to explain what he hoped to accomplish and get commitments from the students. Following this, approximately ten meetings were held with the students. After the first month the group had reduced itself to four students who seemed determined to see the project through. By the end of the tenth meeting very little had been accomplished and activity with the students terminated.

Results: Obviously, very little came of this project. The first stage was never completed. The students and the Associate Director never did develop a clear picture of what Mr. Esparza's "graphic model" should be like. It would seem that a pilot that held out hopes of developing something to lower communication barriers could not get off the ground precisely because of the communication barrier between the originator of the idea and the others working with it!

Conclusions: Despite the failure to produce any tangible results, the experience certainly re-enforced the contention that different cultural or environmental experiences lead to different ways of perceiving or reacting to the world. It would tend to support the need for a much different approach to the teaching of the disadvantaged than that used with the middle class majority. Based on this pilot, the research involved in it, and the conclusions of the Associate Director, the direction education for the disadvantaged--perhaps for all students--should be one that follows the suggestions of Mario Fantini and Gerald Weinstein in their new book, The Disadvantaged: Challenge to Education, Harper and Rowe, 1968.

Further Action: The Associate Director will attempt to develop some pilot work in the future based on the suggestions above. Mr. Esparza is currently trying to spell out his ideas more clearly and is attempting to obtain a grant to support his further experimentation.

Visits to Industry Project - Spring, 1967

Source of Idea: The Administrators Curriculum Sub-Committee turned its attention to the school and the world of work, aiming at the Educational Park Study objective: to facilitate the transition (while increasing the possibility of success) from secondary school to the world of work. Reviewing the current program in this area it was decided that more intimate contact between students and the world of work through personal one-to-one tours of industrial and business firms would be particularly beneficial and have the most impact on the students.

Pilot Activity: The Administrators Sub-Committee made the following recommendations:

1. Arrange with business and industry for tours of their premises by one or two students at a time, tours to be conducted by actual workers.

2. Select students from various guiderooms based on their interest in a particular line of work and match their interest with available tour locales.

3. Follow the tours with small group discussions by students concerning their reactions to the pilot.

Pilot Staff and Procedure: Mr. James Doyle, Special Projects Director, contacted primarily by phone businesses, industries, military and civil service institutions in the area. Most of the students came from Overfelt High School guiderooms, although there were three Hill High School students involved in the pilot through arrangements with the Santa Teresa Hills Kiwanis Club. Visits were made to: Pacific Telephone, IBM, Food Machinery, a woodworking establishment, retail stores; such public agencies as Moffett Field, San Jose Health Department, and San Jose Fire Department. Southern Pacific Railroad and American Airlines were also visited.

Results: The response from the business community was very positive, which led Mr. Doyle to comment that the receptivity of the public is probably beyond the school's expectations. Of course, if all schools in the area got actively engaged in this sort of thing the welcome mat might be rapidly worn out. Obviously, some sort of coordination would be needed if and when the program is expanded.

Students made the selections of where they wished to go. This was generally successful and very few students made visits to places in which they did not have at least a secondary interest. Students were often told things similar to those teachers and counselors tell them in school about the world of work. The impact from the "horse's mouth" of business appeared to be much greater than from school.

Conclusions: Personal involvement of the sort encountered in this pilot seems invaluable for students, particularly for those who wish to enter the world of work from high school. Students are given a much more realistic idea of what the job they are interested in is like in a program such as this.

The students responded quite favorably in the post-visit discussions. Some of the students were sophomores and others seniors. In general, they felt the visits were quite interesting and valuable, although they would have preferred them earlier in the year. The seniors felt visits such as this in the sophomore year would have been just about the right time for them because they were really beginning to think about a future job and still had time to make adjustments in their courses, attitudes and performances.

The final recommendation of the committee regarding this pilot program was that every student should have a minimum of one trip like this during high school.

Further Action: The visit to industry idea has been carried over to a Spring 1968 project in sophomore English classes. The Educational Park Study staff feel there is great potential here for close contact and cooperation between the school and local industry.

Vocational Exploration in English - Spring, 1968

Source of Idea: The Administrators Curriculum Sub-Committee suggested a pilot to be pursued in sophomore English classes that would provide the students with vocational information and exploration of job areas. It was felt that students do not get involved in considering and selecting vocations or vocational areas until it is too late to make significant changes in their high school programs. Discussion with recent graduates emphasized this point. Graduates pointed to the sophomore year as the time a program of this sort might be most beneficial. If students can begin thinking seriously about their future vocation at this time and get some actual contact or experience with various occupational areas, then they would be able to make course offering choices for their 11th and 12th school years with a greater degree of relevance.

Pilot Activity: The plan was to select three English classes, one of each ability level (A, B, C) on the 10th grade level and provide them with vocational information (reading material, career choice kits, related guest speakers) as part of their regular course work. Students were to select fields of interest in the trades, industry or professions and plan their vocational exploration in conjunction with them. The culminating activity would be a visit to an industry of their choice with the opportunity to spend considerable time in a one-to-one relationship with someone working in the vocation selected by the student.

Pilot Staff and Procedure: Mr. Len Schlussel, Assistant Principal-Instruction and Guidance at Overfelt High School, arranged for the participating classes and necessary curriculum materials. Mr. James Doyle, Special Projects Director for the District, set up the visits to various industries selected by the students. The teachers involved were Mrs. Suellen Richards, Mrs. Margaret Huskey, and Mr. Monty Steadman. Each teacher provided another class of students of equal ability to serve as a control group. The A level students received less actual instruction in vocations than the others as they were mostly interested in college careers. The instruction was spread over the full semester, that is, it was not concentrated at one time, but was an ongoing part of the regular course work.

Students visited one of the following places: Union School District, Alum Rock School District, San Jose City College (Beauty school section), California Nurses Association, a local barber, Automobile Mechanics Union, Pacific Telephone Company, Lockheed Missiles and Space Company, San Jose City Police Department, and United Airlines Maintenance Shops. A total of 59 students participated in the visits. Some of the students did not attend scheduled visits because of suspensions from school or absence.

Results: Students exhibited a high interest in the industry visits and the business concerns contacted were very cooperative and interested in getting involved with the students. Having worked a semester with the idea, the teachers are now better prepared to revise and adapt the segments of the course dealing with vocational exploration in order to increase interest and effectiveness. Evaluations indicate that the students are beginning to give some thought to their future vocations as a result of the program since there is a smaller percentage of students in the undecided category (see Vocational Goals Survey in the evaluation section of this report).

Conclusions: There seems to be great potential for a program of this sort worked through the English curriculum. It offers the possibility of making English much more relevant to the students, particularly for the average and low ability students. It also meets the objective of getting the students thinking about their vocational future, which is an accomplishment in itself at the 10th grade level. If the exploration were spread over the entire 10th grade school year and if students were able to investigate several different vocational areas, the program could be very effective.

Further Action: Parts of the pilot will be continued in the 10th grade English classes at Overfelt High School next year. A special summer counseling program for incoming 9th graders will use some of the ideas of this project, including visits to many industries by each student and evening meetings with parents regarding vocational choice.

College Visitation Project - Spring, 1967

Source of Idea: One of the requirements of the Educational Park Study is that college potential students, many of whom have never considered college, be sponsored by a college student or graduate who would take him to visit a college campus, either to spend the typical day of a college student or at least to tour the facilities and get some "feel" for the structure and functions of higher education. These were to be high school seniors.

Pilot Staff and Procedure: Due to the brief amount of time left in the school year when this program unfolded, the staff was not able to do all it desired. Students were selected from Overfelt and Hill High Schools. They were not able to spend the full day as suggested in the proposal, but did arrive in mid-morning and remained through lunch in the school cafeteria. The Dean of Admissions and Dr. G. W. Ford of the School of Education spent considerable time with the students, Dr. Ford serving as tour guide.

Results: The uniqueness of the Educational Park Study undoubtedly opened doors that would not be open to student tours or individuals under normal conditions. However, being able to see the actual workings of the college, talk to students, have lunch with them, etc., appeared to be a real plus for the tour. From one short tour the students seemed to get a different perspective of the college, one student indicating that he would apply here rather than to another college.

Students were also impressed by a talk concerning financial arrangements available for the needy college student. Students indicated that they were not aware of this type of aid before this tour.

Conclusions: Although the program was brief, it can be considered successful in its limited scope. A more leisurely approach over the entire school year or the entire four year high school program would be more desirable. It would probably be very beneficial for the college potential student lacking concomitant desire to be involved in "days" or tours of this sort starting in the sophomore year of high school. Besides interesting him in college, it might have a direct bearing on his choice of courses and on his academic performance during the rest of his high school career.

It is possible that teachers and/or counselors overestimate the knowledge most students have about college, subject areas, and professional occupations. If there is any doubt, then the schools should acquaint students with these areas as was done in this pilot. It is recommended that a program like this be expanded and that counselors devote some time to investigating and informing the needy college student about financial arrangements available at the local colleges.

Suggestions From Graduates Project (College Prep) - January, 1968

Source of Idea: The Educational Park Study Staff discussed sources of information about the school that are not normally tapped and came up with the idea that contact and discussion with college prep graduates after they had experienced a semester of college work might provide useful insights that could be utilized to improve the college preparation aspects of high school. Contact with academic counselors in the district indicated a high interest in doing something along this line.

Activity: The staff decided to call together a number of June, 1967, graduates from Overfelt High School who were known to be in college during the Fall semester of 1967. Students would be given the opportunity to open up on the subject, "What can the high school do to better prepare high school students for college?". This would be a "no holds barred" type of discussion.

Pilot Staff and Procedure: The Associate Director of the Educational Park Study and Mr. Martin Tucker, academic counselor of Overfelt High School planned the meeting. Mr. Tucker provided the list of graduates, the Associate Director sent a letter of invitation to the students and set the meeting up for the evening of January 30, 1968. About fifteen students of the thirty invited appeared, agreed to have their remarks recorded on tape and carried on their discussion for about two hours. Following the discussion the Associate Director edited their remarks to a four page document (see following four pages). The document was then sent to the principal, assistant principal-instruction and guidance, and the counselors of each school in the District (7).

Results: The document speaks for itself. The students were quite open and frank in their discussion and many of the suggestions are worthy of being acted upon. One school requested copies for all teachers on the staff and two schools requested enough copies for each college preparatory student in the school. Administrators and counselors in the District school generally agreed that the comments were well taken and would be useful to them in working with this type of student.

Conclusions: Although brief, this small pilot was deemed quite successful by the staff involved. The considerable interest expressed by those who requested additional copies of the document indicates a need for this kind of feedback from students. Each district school might conduct a similar program to obtain feedback tailored to the particular school. In essence, a program of this sort would provide an evaluation of sorts to the school's college preparatory program. If the product of the program is able to cope with college with a degree of success, then the program would seem successful. If certain weaknesses turn up, then these should be dealt with on the high school level.

What Can The High School Do To Better Prepare High School Students For College?

(Summary of meeting with Overfelt Graduates of 1967)

GRADING

It is shocking to find in college that your grading is usually based on just a few tests, not like high school where grading is based on a wide variety of things. In general, high school is too easy related to preparing one for college.

TEST PERFORMANCE

In college you really have to work to perform on the tests because the teacher doesn't know who you are and doesn't really care, while you can go a long way in high school by knowing the teacher and talking with him a lot.

TRUE/FALSE & MULTIPLE CHOICE TESTS

True/false and multiple choice questions in high school are too easy--usually one or two choices can be eliminated immediately because they are ridiculous. In college all choices seem to have some merit and you have to be quite discriminating in your answers.

SPECIALIZED SCHOOLS

If a student is interested in going to a highly specialized school, such as a military academy, he should be closely counseled about the type of courses he will have to take and be programmed into high school courses that will best prepare him for the specialized school. The competition in these schools is extremely high, so students should be prepared for this, as well as the fact that although many of their teachers will be near geniuses, many of them will not be able to teach very well--the learning is really up to the students in one of these schools more than in others.

ESSAY TESTS FOR HISTORY CLASSES

History classes should give more essay tests as these prepare you for college as well as really test what you know--multiple choice tests are too easy to fumble through.

HONOR STUDENTS

Honor students in high school are in for a shock in grading when they get to college. Straight A students often find themselves working very hard to maintain a C average during the first year. Students are just not prepared for the hard grading in college, nor are their parents which puts more pressure on the students.

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STUDY AND READING

High School has not taught us how to study...period. Have no concept how much you are going to have to study when you get to college. Reading is so important. There is so much outside reading in college. Many courses in high school can be passed with a high grade by merely listening closely to class material and participating in discussion.

SPEED READING

Speed reading course suggested for high school (Piedmont Hills English IV contains a two-week course this year). High school reading skills do not emphasize critical reading or reading in great depth--these are skills one must possess in college, particularly if one is in a humanities program.

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RESPONSIBILITY

Responsibility one has in college is much greater than in high school. The freedom one has in college is overwhelming. In high school they lead you around--tell you where to go, what to do and when to do it. In college you have to find things out on your own. High school should teach more responsibility.

PREPARING FOR COLLEGE ATMOSPHERE

To prepare students for the atmosphere of college there should be more contact with college during the senior year--visits to college, chance to talk with students there, sit in on a few classes to see what it really is like.

CITY COLLEGE ATMOSPHERE

City college very disappointing, particularly the atmosphere--just another high school where you can do anything you want to do. Too much fooling around, too many students don't care.

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ESSAY WRITING

Need a great deal of emphasis on essay writing. Need to write often (every two weeks in English 1A in college), need to write longer essays in high school (750 word average in English 1A in college), need to learn how to take a position and support it. Repeating the opinion of the teacher or information briefed from a text just isn't enough. Must learn how to write essay exams--these are so important in college. Tests in high school are based on too much trivia. You must be able to express an opinion, back it up, say it interestingly, clearly and in correct English.

SENIOR ENGLISH IS CRITICAL COURSE IN HIGH SCHOOL

Senior English is the critical course in high school for the transition to college. Students were quite impressed with the literature presentation on the senior level, but stressed the need for more composition work. How to structure an essay, lots of experience in writing essays and having them criticized, and strict grading on them are really needed.

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HISTORY CLASSES

History classes in high school present an overly positive picture of the United States, while the classes in college really shoot the United States down. We are not prepared for the shock of this.

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LANGUAGE

Language preparation in high school is much different than in college. Four years of a given language in high school do not prepare you for the language course you will be placed in in college. Those students majoring in English should take four years of Latin in high school, then they don't have to take a foreign language in college. If they only take three years, they must take 14 units of language in college. For someone interested in a language major, take two years of two languages in high school and then start over in college--the transition is much easier this way.

GRAMMAR

There was a great deal of emphasis on grammar in language courses--much memorization without much help from the teacher.

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COLLEGE COURSES

We had very little knowledge of what college courses we would be expected to take related to the major fields we would choose.

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MATH AND SCIENCE

Math and science preparation was pretty good in high school.

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FOREIGN BORN

For the student coming from Latin America the school should be very careful to find out his true ability. Average and above students from foreign countries should not be put in special classes but in classes with their ability peers. It will be difficult at first, but in the long run they will be better off. They need particular emphasis on vocabulary and composition.

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CLASS OUTLINES

Particularly in the senior year teachers should give students an outline at the beginning of each semester telling what is to be read, by what dates, what type of reports must be done and when they are due--then place the responsibility on them to do the assignments on their own--don't keep after them about when something is due and don't let them turn things in after the due date has passed--this may seem hard but it will really help them in the long run for college.

TRANSITION

Senior year should be a year of transition--the hardest of all to prepare you for college.

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OCCUPATIONAL GUIDANCE

Freshman and sophomore years should have much more vocational or occupational guidance, either by a particular course or what have you. Junior or senior year should get into some actual training or more specific information on these areas. Isn't this really what high school is all about? Otherwise I am educated, but so what.

Who would students listen to in their sophomore year? Most probably recent graduates.

TEACHERS

Emphasized the need for good teachers in the academic areas in the freshman and sophomore years because in these years the good or bad teacher will either stimulate or sour students on a given subject.

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COLLEGE PREP MATH COURSE

For those students not going to major in math there should be college prep math in the junior or senior year to help prepare them for the entrance exams.

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DIAGNOSTIC TESTING

Should be much more diagnostic testing in high school, particularly in the early years.

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HOME, JOB, & SCHOOL PRESSURES

Students are not prepared for the many pressures one feels after high school--pressure of home, job, school, peer groups--pressures they often do not feel in high school.

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COUNSELORS

What do you expect from a counselor on the high school level?

1. To know something about what you are going to be doing in college.
2. Teachers should get more involved in counseling, particularly in their special areas since they know what is demanded in college, have been through it, etc. (Look at Oak Grove set-up).
3. Should have same counselor all four years so they can get to know you better, what you have in mind for post-high school education, can guide you into areas you will need if you wish to go to college. The student in the middle is really short-changed. He might wish to go to college, or have the potential and not be pushing, or not be sure what he wants to do or can do; yet as long as he is not causing any problems he is left alone.

Intra-District Transfer Student Project - Spring, 1967

Source of Idea: Mr. William Sullivan, Associate Director of the Educational Park Study (January - June, 1967) began this pilot when he heard talk about the fact that numbers of students at Mt. Pleasant and Piedmont Hills High Schools were unhappy with their lot due to a forced transfer at the beginning of the year when boundaries were adjusted. Mr. Sullivan wished to determine if individual attention by a teacher could appreciably change the attitude of a student in a positive manner. The assumption underlying this was that the subject of counseling interviews is not as vital as the fact that students are getting attention from an adult.

Pilot Activity: Volunteer teachers were obtained at both schools to meet 15 minutes a week with some of the transfer students at a time mutually convenient. The discussions at Mt. Pleasant were completely unstructured, while those at Piedmont Hills generally had a theme such as a discussion of a personality inventory filled out by a student, a series of statements made by another student to which they were to react, and so on.

Pilot Staff and Procedure: Mt. Pleasant High School - Frank Burrows, Lawrence Mundy, Karalee Selby, James Edwards, Helen McEvoy, Frances Perske. Piedmont Hills High School - Martin Judnich, Kathryn Johnson, Susan Snoyer, Neill Miner, Jack Schnell, Tony Buonocore, Andrew Ghiggeri, Hobart Curtis, Patricia McMillan. The following are representative comments from the staff regarding their conferences:

MT. PLEASANT HIGH SCHOOL

> My feeling is that Mike usually brought more to the conference than he got from them. He recommended reading to me instead of me to him. There was never a lack of interesting topics on which he did most of the talking. Having an adult listen to him may have been of some value, but I don't think he needed the conferences. Much as I enjoyed it, the time might have been better spent on someone who needed it more.
>
> Silas was friendly and seemed to enjoy the conferences, but was inarticulate and difficult to draw out. He would answer questions, but seldom volunteered additional information. Hence, I did most of the talking...There are no magazines at home, he seldom watches TV, and has no hobbies...The conferences were good for him. He knows now that he has a friend on the faculty. He needs "one to one" help, and if I could have given him more of this, it might have kept him from failing.
>
> Carol seemed pleased to be called in, and was friendly and responsive... Carol seemed to like talking to me, but I had to draw her out. I feel that the conferences were definitely worthwhile for her. She is conscientious, and wants to do well in school, and appreciates teacher help and interest.
>
> The negative aspect of the conferences was that students always had to be taken out of class, because I am not free during E period or their other free time. Other than that, I feel that this type of activity

is valuable. A careful selection of student participants should be made, as some can profit by it so much more than others.

In early March I met briefly with the four students assigned to me. All seemed receptive to the idea except for Greg...who refused to participate... I contacted him again two weeks later and he still rejected the idea.

The other three boys I talked with on various occasions. Two of them were very negative and said nothing at all. The interviews were brief and they found it very difficult to express any ideas or thoughts at all. Tom... accepted the idea and often stopped by my room voluntarily after school to work out problems and just talk to me.

The program as set was...of little value. Perhaps if I had worked with these students all year the study may have been more effective...

The main difficulty in establishing the program was to find adequate time... Also a prior acquaintance with the students would have been beneficial. As it was I had no fore-knowledge of these boys or their problems, so this lack of knowledge presented a problem at the outset.

Is completely sold on Mt. Pleasant and prefers to return here next year instead of Hill. Likes the school and is looking forward to next year.

Jr. transfer from Hill. Did not like Mt. Pleasant at first--does now... seems happy, relatively, at Mt. Pleasant and has no particular problems.

Is taking a business course, but is interested in becoming a police-woman, primarily to help delinquent girls...Arranged a "contact" for Deli in San Jose Police Department, thus giving her an opportunity to tour the facilities and find out first-hand what the work is actually like.

PIEDMONT HILLS HIGH SCHOOL

All of the students voiced a need for more individual attention. All agreed that teachers too often "hand out work" and expect you to do it. In my opinion, the problem seems to be one of communication and perhaps motivation.

During one of our weekly discussions, we talked about schools where there were no behavior and dress codes, schools which were extremely lax in enforcing discipline. One Mexican-American boy felt that he would not like to attend such a school. We were able to conclude that such a policy would lead to all sorts of problems and such a situation would be "bad" for the school and for the community. Complaints centered not on the fact that there were codes of behavior but on the way these codes were enforced.

He liked the school and some of his teachers (biggest problem here was classes in team teaching--no personal contact between students and teachers). David is slow at making friends and he does not mix easily with his peers. He plans to join the army after school...

One thing all four students had in common was an unrealistic outlook as to what they will do after high school. All thought they would go on to college, and have very little trouble getting through...The grades of all four students vary between a C and a D. Many of our talks were based on life as realistically as possible--pointing out what is and what is not within a person's reach--and how certain goals were reached.

Some of the students selected for the program did not need this attention as much as many who were not selected. I feel I had some success with one girl, two of the other girls seemed to be well adjusted to the school.

My reactions to the transfer student program are mixed. I agree wholeheartedly with the premise...but I feel that the method we used to demonstrate that premise was somewhat less than desirable.

My two remedial level girls...found it difficult to understand the necessity of weekly sessions and were rather suspicious of my motives. They kept asking, "Are you a counselor or what?" We did have interesting and enjoyable sessions, but I never felt that the girls really trusted me due to the unusual and fairly contrived situation...

If what I've said so far seems to be overly critical of our project, let me hasten to add that I still believe 100% in our premise. The place to demonstrate it, however, is not in an outside, contrived situation but in the classroom; and the time to practice it is not fifteen minutes a week, but constantly!

Results: Mt. Pleasant teachers claimed more difficulty than did those at Piedmont Hills. One asked to be relieved of his responsibilities in the middle of the semester as he felt it was a waste of time. His students were not interested, resented the demands on their time, and frequently failed to appear. More structure was probably needed at Mt. Pleasant--the pilot pointed this out quite clearly.

Conclusions: It would appear that something similar to this pilot is needed in our schools despite some of the comments made by the teachers. Their successes appear greater than they think. Whether transfer students should be involved in such a program, per se, the comments seem to indicate a general appreciation of the students for a shoulder to lean on. Further thought should be given to greater involvement of teachers in a "lay" approach of this type (as opposed to the standard guidance functions), perhaps with students assigned to teachers from their first period class. The last two quoted statements above are enlightening. First, the staff puts itself in a bind when it has created an atmosphere in which students feel they get only "personal talk" from counselors. Why should this be true? Secondly, that the every day classroom is the logical place for this to go on all the time seems obvious.

Although the pilot did not prove what it attempted to prove, it should not be regarded as a failure. Rather, it reinforced a great deal that many of the staff have surmised for some time.

Know Your School Project - Spring, 1967

Source of Idea: The Teachers Curriculum Sub-Committee believed that students like role playing in the school. Through role playing they can get greater understanding of each others' problems as well as the problems and viewpoints of others whose roles they may play (school administrators, teachers, etc.). Further, the group contended, many students are very unfamiliar with the physical and social environment of the school. They have not seen many places of interest, such as the boiler room, air conditioning room, labs, homemaking rooms, art rooms, etc. In other words, this viewpoint holds that most students are quite unfamiliar with those aspects of the school with which they are not directly connected.

Pilot Activity: The Teachers Curriculum Sub-Committee recommended that a pilot program do two things:

1. Allow students an opportunity to "role play" various positions and situations around the school.

2. Give students the opportunity to visit places on campus that many would never see from the inside because they do not take these courses or because the places are generally "off limits."

Pilot Staff and Procedure: Mr. Jim Young, Overfelt English teacher, agreed to try the pilot in his guideroom of junior students of generally low ability. The students indicated they were not in favor of role playing, and the teacher did not insist on this. The students were taken to visit several places on campus, such as the shop area, the home economics department, and the language lab. All boys were given a mechanical aptitude test while the girls were taken on a visitation.

Results: Mr. Young indicated that the students took a relatively positive interest in the project and enjoyed most of the visitations. Most negative comments were the result of a visitation during which it was apparent that the students were not really welcome. Mr. Young contended that this latter difficulty could have been avoided by a more careful selection of places to visit. Mr. Young felt that one pilot program could not really do justice to the goals of raising aspiration levels.

Conclusions: On the matter of role playing, the inclusion of the expectation by the pilot staff that the students would not favor role playing appears to have been unfortunate. Experience throughout the educational world indicates that it will work, but only when the students are cognizant of its purpose and its expectations. However, there is not enough time in a limited guideroom period to properly prepare and orient the student to role playing techniques.

Mr. Young made reference in his remarks to what he considered unrealistic goals of "raising aspiration levels." Later he says why not have a goal of just "enjoying school more and thereby profiting more." These two statements of goals are probably more in agreement than not, as they both seem to speak to the same concern, but with different terminology.

This project points up, as many of them do, the need for a unified approach within the school in attacking the goals or objectives outlined in the Educational Park Study that the curriculum committees addressed themselves to. The pilots are not completely successful, but maybe as pilots they cannot be. Their partial success shows the need for a combination approach that would bring the best of them together and also develop within the students the feeling that these were not done in isolation.

Teacher Aide Project - Spring, 1967

Source of Idea: The Foothill High School staff put into operation a program designed to place some of their students in various elementary teaching and supervision positions. Foothill is the continuation school of the East Side Union High School District. The students assigned to this school come from the rest of the District high schools because of some difficulty at their original school of residence, or because they had dropped out of school and then wanted to come back. While this pilot did not originate as an Educational Park Study project as such, Mr. William Sullivan, Associate Director of the EPS (January - June, 1967), did extensive interviewing with the Foothill students who participated in the project. The interviewing consisted of the evaluation of the project, and since this was not included in the original project by the Foothill staff due to lack of time, this part of the project will be included as part of the Park Study pilots.

Pilot Activity: Volunteer students from Foothill High School were recruited to work with children in grades 1-6 of an adjoining elementary school. The student aides were to do a variety of things in the project, such as tutoring in reading, mathematics, test correction, playground and lunchroom supervision.

Pilot Staff and Procedure: The staff consisted of the Foothill High School staff working with selected members of the Pala School staff. Students from Foothill were selected for their enthusiasm and for a manifestation of high potential for the program. They were then assigned for part of their day to Pala teachers who indicated interest in working with the students in relation to their classes.

Results: Reactions of the supervisors of the students were very positive. The principal of Pala, a parent working in the school, and a teacher felt it was a real assistance to the work of the elementary school, and greatly aided the elementary students. The only criticism came from a reading teacher who indicated she did not wish to continue the program because the student she was working with was not in regular attendance and she could not depend on him for pre-designated responsibilities.

Comments from Foothill students:

> "If I ever grow up and get married I can understand my kids' problems that I know they will have in school."
>
> "I am growing to enjoy it now because I have something to look forward to."
>
> "You are supposed to respect a lady at all times. The same thing with adults. If you respect them, they will respect you."

"I help this little boy and he doesn't come and interrupt or anything. I am helping him as if I were his teacher."

"I haven't really learned anything. Just that little boy and I. We stay in the back of the room and help each other. We aren't involved with the things going on in the classroom."

"It's just like a friend you know. Like a regular person, not a teacher. He doesn't actually tell you what to do. You feel it is best that you should do it."

Conclusions: It seemed rather obvious that an element of personal worth comes to the fore in such a program. The students respond well to the fact that they are given responsibility and most accept it well. It seems to have improved their attendance in school and their attitude toward school. This is perhaps the first time many of these students were asked to give of themselves or recognized as having anything to contribute to the school setting.

Project Aide appears to be a real success, and it is recommended that all schools in the District attempt a similar program with receptive elementary schools in their area.

Further Action: The Educational Park Study staff recommends widespread application of this concept in the schools. The Educational Park will attempt to employ every student as an aide at sometime during his high school career.

Family Crest Project - Spring, 1967

The project was begun under the terms of the grant in response to the statement in the application that "guideroom strategies selected by various committees would be piloted at Hill and Overfelt High Schools in the Spring of 1967." Hill was not used for any projects because the guideroom program was cancelled when the pilot was about ready to be put into operation.

Source of Idea: The Parents Curriculum Sub-Committee recommended that a research project involving investigation by each student into his personal background and origins would aid the student in establishing a sense of identity and self-esteem.

Mr. Pete Rondero, Mexican-American, Vice-Chairman of the Parents Curriculum Sub-Committee, originated the idea. He related to the committee how he had done this with his own children when they inquired as to why the family had no crest. After stating that the items on a crest showed what the family stood for and what its background was, Rondero told how he then asked his children the question: "What do we stand for?" They had a spirited debate, and after many periods of trial and error, drawing the re-drawing, a crest was developed. As this was told to the Parents Sub-Committee, the statement was made by a member that, ". . . before a student can identify satisfactorily with anything else he needs self-identification--a sense of purpose." The committee liked Mr. Rondero's idea, and wholeheartedly recommended it.

Pilot Activity: The pilot was set up to have students research their personal backgrounds, finding answers to such questions as:

1. Ethnic derivation
2. Family history in United States
3. Family history prior to U.S. entry
4. A family tree
5. Actual drawing of crests

Pilot Staff and Procedure: Mr. Richard Perry, Overfelt science teacher, agreed to pursue the study after contact from Mr. Leonard Schlussel, Assistant Principal-Instruction and Guidance. Four students were selected in Mr. Perry's guideroom and given an explanation of the project. They were asked to participate and encourage others to do so. The entire class was then told of the project, filled out an evaluation form, and asked to jot down notes on their findings. They were expected to talk about their findings and, hopefully, produce a crest.

Results: Judged by what took place as contrasted to anticipated results, the pilot was disappointing. Only one student of the original four was willing to talk with others about his background. Only one of the four showed evidence of doing home research. None of the four actively encouraged the class to participate. Fewer than five of the thirteen students in the class showed evidence of any research whatsoever. The evaluation form was completed as quickly as possible because, ". . . it was something passed out by a teacher which had to be completed and turned in." Most students were reluctant to talk, even in small groups, about their backgrounds, many stated they were not interested, and others insisted they needed the guideroom time for study.

Conclusions: Mr. Perry concluded that one reason the pilot did not go as hoped was that the students saw it as something imposed on them by persons outside their own sphere--teachers and parents. He suggested a better approach would be a cooperative effort between parents and students.

We may have inadvertently chanced upon a very sensitive area here. Students need a good deal more preparation before they are willing to detail their ethnic backgrounds and familial histories. The tensions of modern day America are too great to let these things happen without a lot of background preparation being done. Perhaps the more subtle approach as suggested by the Curriculum Committee of having speakers of various ethnic groups talk to students about their jobs and lives might be better. If it is desirable to have students communicate with one another about their personal backgrounds, then perhaps some sort of sensitivity training would be in order prior to an activity like this.

It must be remembered that the caliber of students in the experimental group, the dedication of all involved, etc., have not been surveyed here. These could have been major factors. However, with the information at our disposal, we are forced to conclude that the project did not achieve what it set out to achieve.

Pass-Fail Project - Spring, 1967

Source of Idea: The Lodestar Committee on Progress Reporting, chaired by Mr. Gerald Bocciardi, Principal of Piedmont Hills High School, suggested a pass-fail experiment be carried out in order to test the effect of removing the traditional grading system from classes of low achievers. Mary Sears, Piedmont Hills High School reading teacher, was asked to try to experiment in three of her classes, using the other classes as a control group.

Pilot Activity: Students in the pass-fail group would set up a goal of improvement with the teacher, be tested with the control group for grade placement and retested with a standardized test at the end of the Spring semester. Rather than receive A-F grades as they went along, the students would only be judged passing in relation to the goal set up. The goal set for the semester was improvement by one grade level. It is interesting to note that the students would not accept different goals for different students within the group. The teacher tried to set as a goal one grade level for students reading at the fourth grade level or below and two grade levels for those reading above the fourth grade level--assuming progress is slower in the 1-4 grade level group and should be more rapid at the upper levels.

Results: The curriculum for both the experimental groups and control groups was essentially the same, and the students in the pass-fail group did not actively resent the system, though some complained. It was found essential to stress activities in the pass-fail group that allowed the students to see their grade-level placement. This required more frequent evaluative exercises than in the control group.

The highest average gain took place in a control group class. Also, the highest individual gains were achieved by students in the control classes. See page 33 and 34 for statistics.

Conclusions: The following are advantages and disadvantages of pass-fail listed by Mary Sears, teacher of experimental and control group classes:

ADVANTAGES:

1. The number of fine evaluative judgments which the teacher must make is considerably lessened.

2. The goal is more rigorously kept sight of by both teacher and students.

3. There is much less intra-class strife for grades.

4. Evaluation, keyed to the goal, tends to become a positive force, especially since students can relate their achievement to norms that are not local and special. (This was not true in every case.)

5. If the goal is a reasonable one, students feel fairly secure that they can reach it.

DISADVANTAGES:

1. Most students tend to work no harder than absolutely necessary to achieve the minimum goal.

2. They take no particular pride in what they see as "merely" passing.

3. The goal may not in actual fact be attainable by every student. (For example, two borderline mentally retarded students in the control group could not have attained the goal set in the pass-fail classes.)

4. Inevitably, some students will fail. This might not be a disadvantage in an ordinary class, but I consider it a big one in a remedial class, where most of the students are already suffering from chronic failure.

Conclusions: Looking at the results one would have to conclude that the pass-fail experiment did not support the hope that this type of grading system would produce measurably better results. However, it should not be too difficult to incorporate the advantages of the program into a regular graded situation, particularly advantages #1, 2, 4 and 5.

The following tables show the grade distribution at the end of the Spring semester and the average improvement in grade level by periods.

GRADE DISTRIBUTION

CLASS PERIOD	PASS	FAIL
Period 1	9	2
Period 2	12	1
Period 3	12	2

	A	B	C	D	F
Period 4	2	4	4	3	0
Period 5	0	4	9	2	0

AVERAGE GAINS
PASS-FAIL STUDENTS

PERIOD	January 1967	June 1967	Gain
Period 1	5.8	6.8	1.0
Period 2	5.0	6.2	1.2
Period 3	4.7	6.2	1.5

CONVENTIONALLY GRADED STUDENTS

PERIOD	January 1967	June 1967	Gain
Period 4	4.5	6.3	1.8
Period 5	4.8	6.0	1.2

Further Action: In the Spring of 1968, several elective courses at W. C. Overfelt High School were selected to experiment with the pass-fail idea.

Pre-Scheduling Project - Spring, 1968

Source of Idea: The basic idea for this pilot came from Charles Moomau, counselor at Samuel Ayer High School. Over the years counselors and teachers have been aware of the large number of schedule changes that take place at the beginning of each school year. Mr. Moomau decided to see if something could be done about it. He felt that better methods of informing students about the electives they could select for the following year would result in fewer schedule changes once the new year had started.

Pilot Activity: The plan was to measure the number of schedule changes of the 1967-68 sophomore class at Samuel Ayer High School. During the Fall of 1967, the teachers and counselors would work on developing a booklet describing all elective courses open to sophomore students. This would be followed by video-taping three minute segments of each elective to be presented to all freshman students in a one period TV showing prior to scheduling them for the 1968-69 school year. Following the showing, students would be scheduled and in the Fall of 1968, the new sophomore class would be measured regarding the number of schedule changes they sought.

Pilot Staff and Procedure: Mr. Moomau directed the pilot and involved other counselors and all teachers who taught sophomore classes. The procedure followed the suggested pilot activity very closely. A booklet describing the sophomore courses was developed and distributed to all freshman students during their guide period. Two days were spent in their guide period reviewing and discussing the contents of the booklet.

Mr. Joe Huss, of Com-Tel Corporation, donated his time, skill and the company equipment to film the three minute segments of the elective courses. Fifteen elective courses were filmed during a one-day visit by Mr. Huss. The tape was then shown to all 9th grade students on February 15, 1968, two school days prior to scheduling. This was done by providing three 23-inch video monitors in the school library. Each World Geography class reported to the library each period of the day. A total of 14 classes were involved. A special schedule provided 55 minute periods and the tape was shortened by five minutes to correspond with the period length.

Results: The presentation was easily visible and audible to all, even during two periods when approximately 100 students were in attendance. A high degree of sustained interest was apparent throughout each period, including sixth period and one period when the tape ran a minute past the bell. The extensive use of student participation in the taped segments of the film permitted a high degree of identification by the viewers. Comments by students and observers (District administration, Ayer faculty, local press) were overwhelmingly positive. Of the 400 plus students in attendance, only one required mild disciplinary action.

The objectives of providing all 9th grade students an opportunity to observe 10th grade elective courses available to them immediately prior to scheduling; of providing realistic, comprehendible information, by instructors, in an interesting and consistent manner; of placing the responsibility for course selection upon the student rather than the counselor; and of providing the means by which a largely mechanical information-giving function can be conducted more rapidly, effectively, consistently and efficiently than it is presently being done by counselors, were achieved.

The objective of reducing the number of improperly selected electives because of ignorance, thus reducing the number of attitudinal and behavior problems which too often necessitate eventual program changes cannot be measured at this time. The final evaluation of the pilot will not take place until the Fall of 1968, several weeks after the new school year is underway.

Conclusions: Regarding the technical part of the project, viewing could probably be limited to thirty minutes with individual course descriptions limited to approximately two minutes each. Narrative and demonstrations can be accelerated by more efficient preparation and editing, which time did not permit during the filming of this pilot. More samples of projects, products, materials and activities should be shown in each course presentation. Whenever practicable, differences between beginning and ending skills should be indicated and contrasted, especially in those courses where the finished skill appears beyond the reach of the novice.

In view of the initial response by participants and observers, video-taping of elective courses should be seriously considered for all levels. It also seems logical that with the extensive electives suggested for the Educational Park that video-taping would become an indispensable pre-scheduling tool.

The major value of this pilot is in showing what can be done. Since the District purchased the tape, participants in future filmings should view it first to aid in eliminating the obvious technical and mechanical errors that detract from the intended purpose of the presentation.

Aside from its potential effectiveness and efficiency as a pre-scheduling tool, video-tape is also economically feasible. Once prepared, the tape can be shown by a non-professional, or only one counselor or teacher, yet possibly accomplish more than what is typically accomplished by several counselors over a period of many hours. Moreover, a tape can be edited and modified as needed.

Further Action: The follow-up evaluation will be done in the Fall of 1968. The District is currently looking into the possibilities of using this versatile piece of equipment in a number of ways related to counseling and scheduling. Since the District currently owns one video-tape machine and plans to augment this with others over the years, it seems certain that this pilot will have a definite long-range effect.

English Grouping Project - 1968-69 School Year

Source of Idea: The Administrators Curriculum Sub-Committee discussed at length the normal grouping procedures in English classes. Grouping ranges from AA (academically talented in English) to C (low ability). The committee felt that AA students received too much busy-work and pressure and that low ability students were not sufficiently challenged. Course work appeared to be basically the same for all groups, with variations in the degree of work required. The committee also discussed the fact that even in grouped classes there is a wide range of ability and that grouped classes can sometimes provide for ethnic separation if not carefully administered. The committee decided to seek authorization to try a school-wide project that would in essence do away with grouping in English classes. Only the students with very severe language handicaps would be screened out for special classes.

Pilot Activity: The suggestion was to take Piedmont Hills High School as the experimental school. The administration would discuss the idea with the English staff, seek their commitment to the pilot, provide time for the staff to rework the curriculum and plan for the 1968-69 school year, implement the plan and evaluate its effectiveness at the end of the 1968-69 school year.

Pilot Staff and Procedure: Mr. Gerald Bocciardi, Principal of Piedmont Hills High School, initiated the administrative contacts with the school staff. After several staff meetings, the freshman and senior English teachers agreed to consider the idea. This group decided to go ahead and revise the grouping, although not as completely as was originally suggested. Perhaps such a significant change could not be expected in one jump. In essence, the grouping change resulted in a movement from four basic groups to three with certain other modifications. The top ability group would now consist of AA, A and some of the top students in the B group. The B group would now consist of some of the bottom of the A group, the B group, and some of the top of the C group. The C group would become smaller and the curriculum would change from watered down A and B work to a completely different curriculum focusing on remedial work. The plan will be put into operation in the Fall of 1968. It is hoped that the years' experiment will result in further changes in the grouping procedure.

Results and Conclusions: This area is not really applicable at this time, although it has already been stated that a complete turnover in grouping seems more difficult in practice than in theory.

Intensive Counseling Project - Not Piloted

Source of Idea: Dr. Gordon Vosti, M.D., Chairman of the Curriculum Committee, suggested a pilot that would involve a small group of students who would receive more counseling than usual and be able to contact their counselor day or night.

Basically, this would provide much closer contact between counselor and student in order to help minority students from low-income families overcome their low self-esteem and hence increase the probability of success in school.

Pilot Activity: Counselors were to be sought out who would select 10 students each to work with during the school year. They were to meet with these students at least 15 minutes per week and provide means for contact at any time the students felt they needed someone to talk to.

Pilot Staff and Procedure: The pilot activity was not sufficiently spelled out, nor was the content of the extra sessions suggested. Discussion with one counselor, Martin Tucker of Overfelt High School, brought to light an activity that fell in line with the objectives of this pilot. It has also been in operation for some time and had produced results. Therefore, it was decided not to pursue this pilot but record the results of the activity Mr. Tucker had done. He selected a small group of Mexican-American freshmen in 1963 and proceeded to help them establish their identity, gain a feeling of connectedness to the group, and involved them in activities that exercised their potential power as a group.

Results: Results of Mr. Tucker's program were very significant. Working with a total group of 35 students over a four year period, Mexican-American students that demonstrated some college potential, Mr. Tucker saw 30 enter college and meet the college challenge successfully through their first semester. Many received scholarships, seven of which were full scholarships--one to Harvard, two to University of California (Berkeley), one to University of Santa Clara, two to Lynfield College (Oregon), and one to University of the Pacific. Eight of the students ran for student body offices one or more times during their high school career, one becoming President of the student body and another being elected to the Supreme Court.

Conclusions: This program should be expanded a great deal. Something of similar nature will surely become an important part of the Educational Park program. This appears to be a program of counseling minority students that works. The keys are commitment to the students, conveying the fact that the adult really cares about them, and a willingness to work with the students through frustrations and joys over a long period of time. A counselor or teacher could operate the program, but the load would have to be kept to about 25 at a given time. Obviously, many counselors and teachers would have to be involved if the program were to be widely expanded.

Educational Park Study Curriculum Policy Statement

Recommended by the Curriculum Committee
(Including amendments suggested by the Blue Ribbon
Advisory Committee on November 3, 1967)

It is self evident that education could help solve the staggering problems facing our society. Education must be bold and aggressive in coming to grips with these problems. The Educational Park must have a curriculum geared to raise aspiration levels and develop occupational skills that foster maximum personal growth. Among the main problems to achieve this, the curriculum must combat the lack of adult-youth communication, Mexican-American and/or Negro problems and community apathy.

All youth can and must be educated to provide a matrix for healthy, continuing participation in our society. The nature of the Park's facilities must be such that the Park can readily adapt itself to curriculum change. The curriculum must be sufficiently flexible to provide a dynamic program that will make all youth eager to continue education. The school day should be very flexible to achieve maximal utilization of Park facilities year around. Students may be in school four, six or eight hours a day; may be on work experience and regular classes; may attend only in the evenings.

Encouraging students to learn how to learn may indeed by the educator's primary responsibility. The curriculum must nourish the individual student's growth and development.

Smaller and/or larger classes are essential as content requires to encourage free and open discussions about things of concern to students. A pervading atmosphere of honesty and sincerity must be created throughout the educational system. Teachers sensitive to their fellow human beings are necessary. Bilingual teachers and teachers intimately conversant with Mexican-American and/or Negro culture must be sought out. Liaison workers to maintain a close relationship between teacher, home and students must be utilized.

Groups that develop a positive image for Mexican-American and/or Negro students must be supported in their attempts to provide identity and improve their aspiration levels. Material and identification models from Mexican-American and/or Negro history and culture must become an integral part of the curriculum. Qualified Mexican-American and/or Negro members must be employed in teaching and administrative positions. The fullest possible community agency participation in the Park would make possible utilization of these resources in the curriculum.

The guidance program must be developed on an extensively broadened base. An expanded guidance center should facilitate the transition from secondary school to the world of work and/or continuing education. The Park staff could serve in a number of ways to secure and maintain a number and list of scholarships, provide information on student loans and further educational opportunities, act as a job placement center, and give needed aptitude and related tests. Career training for the local job market must be carried out.

The community must participate in the Park as a multi-agency center for the entire East Side. Park library and recreational facilities should be accessible to the community at large. Ideally, the Park would also include pre-school education, primary education, adult education, and junior college; each of the levels enhancing the others and providing maximal utilization of resources available at the site for education.

The Park should be the site of highest possible expectation; a place of excitement, interest and stimulation for community, students, and teachers.

Recommendations from Curriculum Sub-Committees Keyed to Objectives

(Sub-Committee Sources Indicated in Parenthesis)

OBJECTIVE: To lower communication barriers between racial and ethnic groups.

1. It is recommended that in-service training to help staff understand the students and community they work with become an integral part of the Educational Park, as well as other schools. The actual program should draw upon the experience of the various in-service training programs now underway in the district schools. (Administrators)

2. It is recommended that the District investigate the potential of non-certificated school-community liaison workers to provide better communication between school and community. (Administrators)

3. That the School-Community Liaison position (such as found at Overfelt and Hill High Schools) be included and expanded in the Educational Park, and in other schools for that matter. Besides working closely with the community, students and teachers to help the teachers understand their students better, and interpreting the functions of the school to the community, they could also conduct group sessions with students, with teachers, with parents and with a mixture of two or three of these groups in order to break down the barriers that often exist between teacher, students and community. (Parents)

4. That the Park, as well as other schools, engage in discussion with community churches and other organizations to explore the possibilities of improving school-community communication (e.g., setting up a series of satellite study centers in church buildings). (Parents)

5. That the PTA organization be examined for possible means for improving school-community communication. The present structure is not effective in this area. Community leaders should take an active role in supporting, encouraging and publicizing greater parental participation in the educational system. (Parents)

6. That a monthly newsletter be developed as a means of improving school-community communication. The contents of the newsletter should be agreed upon by a committee of teachers, administrators, parents and students. Careful editing should insure high quality. (Parents)

7. That communications regarding the dress code in the Park and other schools be improved by having a group of students, parents, teachers and administrators sit down and come to some agreement on what dress standards should be. It is felt that it is difficult to argue with rules when your own peers or representatives have been involved in making them. (Parents)

8. That in-service training programs such as currently being developed in the District concerning school-student-community relations be continued and expanded in the Educational Park. (Parents)

9. That throughout the Educational Park all teachers approach the language differences of students in a positive manner. Bi-lingualism should be encouraged and strengthened; dialects, colloquialisms and peer group systems should be respected as meaningful ways of communicating. Proper language for the proper situation should be the goal of instruction. (Parents)

10. That many people in the community be drawn upon as a resource to enrich the educational program of the Park, as well as other schools. These people could be retired or otherwise, but could make a significant contribution to the education of youth. They could come from all walks of life, teaching about their specialties, discussing their part in recent history, or relating particularly significant experiences to today's students. (Parents)

11. School Spirit: It is recognized that spirit and involvement do not just happen. Therefore, both must be taught, encouraged and actively planned for in the Park as well as other schools. (Students)

12. It is recommended that student leadership in communications and spirit be emphasized and particularly concentrated on the freshman level to involve students in the school early in their high school career. (Students)

13. It is recommended that the Educational Park develop a food service program to serve the entire park, both students, faculty, adult visitors, and non-school personnel employed on the site. Free meals should be provided for needy students. The main idea of such a food service operation would be to create an atmosphere in which students and adults can intermingle and talk with one another. This would serve to reduce communication barriers between teenagers and adults. (Teachers)

14. It is recommended that an in-service education structure be developed so that necessary training for the staff to attack specific problems as they arise can be easily instituted. In-service training must become an integral part of the school program. (Teachers)

15. In the area of art it is recommended that a gallery become part of the Educational Park that provides space for students and adults in the community to display their work. (Teachers)

16. A school-community orchestra is recommended to provide ongoing music experiences for the non-professional as well as improve communications between youth and adults. (Teachers)

OBJECTIVE: To facilitate the transition (while increasing the possibility of success) from secondary school to the world of work and/or continuing education.

1. It is recommended that the visit-to-industry concepts brought to light by the pilot project be integrated into the curriculum of the Educational Park and other schools. The current integration of the concepts into the English curriculum at Overfelt High School should be watched and evaluated. (Administrators)

2. It is recommended that the Educational Park Study staff follow the Overfelt High School counselor plan up for tentative implementation, as well as the work of the Guidance Committee. The Educational Park should build upon the work of these two groups in setting up its guidance program. (Administrators)

3. That the Educational Park remain open from morning to late evening, and that the educational schedule become highly flexible. Students should be able to set up their schedule to gain the most benefit from it. For example, many students of low income families must work to help out the family at home. With a very flexible schedule, they would have many more opportunities to find work. A student might work in the morning and take classes until late in the afternoon, or work in the afternoon and take classes in the morning and evening. Adults desiring to further their education, but working the swing shift, should be able to take classes in the morning. (Parents)

4. That the curriculum be modified to include practical training for all students in job interviews, where to go to look for jobs, what to say when approaching someone for a job and what to wear. Basically, somewhere in the curriculum the students should learn to be agressive job seekers. This would aid students in seeking positions following high school as well as summer jobs. In connection with this, the school should work closely with the business area and collect and use material various businesses produce for prospective employees. Much of this deals with rules and regulations and the importance of the proper attitude toward work necessary to hold down a job. (Parents)

5. That the office assistant's role be more efficiently utilized in the Park and the other schools as an excellent area for in-school work experience. Suggestions for improvement include specifying areas of responsibility, adequate training prior to assignment, and placement alligned with the number of spaces available. (Parents)

6. Counseling: The following points are recommended as being necessary for an effective counselor or counseling program: (Students)

    a. The counselor must be able to get to know his/her students well. This is difficult to do under the present system and/or ratio.

b. Implied in the above is that the counselor must develop a close contact with his/her counselees. This would involve meeting them for things other than points of conflict.

c. All counselors should be employed full-time and if possible follow the student for all his years in the secondary school.

d. The counselor should help the student get the best possible schedule, help the student in the area of study skills, and help with the development of job seeking skills.

e. It was felt that better pre-scheduling information should be developed.

f. The need for an academic specialist was emphasized--an expert in college entry, cost, possible financing; one who dispenses information on a regular basis during the year.

g. A counselor who specializes in placing students not going on to college was recommended.

h. Relating this to the Educational Park Study, it was suggested that possibly the counselor could be physically located close to the students in the school, perhaps with a larger ratio so that an academic and placement expert for the whole park could be employed.

7. It is recommended that an industrial training center be developed at the Educational Park that will work hand in hand with industry in order to be closely attuned to the local job market and what training is needed for that market from time to time. This training center should be highly flexible and sensitive so that it could "tool up" rapidly in order to produce the skills necessary due to shifts within the local economy. (Teachers)

8. It is recommended that a job placement center become an integral part of the Educational Park. (Teachers)

9. It is recommended that the current work experience program be expanded manyfold and that it be coordinated with other recommendations on this list. (Teachers)

10. A number of technical electives are recommended. The purpose of technical elective courses is to provide the student with the opportunity to learn a clerical or mechanical (or combination) skill during a short-term (less than a semester), semester (90 hour) or one-year course (180 hour) immediately prior to graduation. They should be of two types: those requiring

no pre-requisites, and those that build upon previous skills. Whatever the skill provided, the goal of the course should be proficiency, not familiarization or generalization. Whenever possible, methods of instruction should emphasize and utilize realistic and practical application of the skill. In order to insure that skills being developed will be marketable, an advisory committee from industry should be set up to identify shifting demands in the local market. (Teachers)

11. Technical courses should enhance basic curricular offerings by providing additional skills for regular departmental majors, realistic alternative skills for those students unable to benefit from conventional advanced courses in their chosen major field or skills unrelated to the student's major but of a personal or economic value. It is imperative that each technical course be designed realistically to provide the appropriate type (ability level) of student with competency (degree of skill) adequate to benefit from such training. Possible examples: (Teachers)

    Technical Photography (IA or Art Dept)
    Librarian Assistant (English)
    Industrial Sewing (Homemaking)
    Poster/Sign Painting (Art)
    Duplicating Operation (Business)
    Cashiering (Business)
    Clerical Pool (Business)
    Report Writing (English)
    Food Handling (Homemaking)

12. It is recommended that business students concentrating on clerical/stenographic skills form a student assistant pool in their senior year in order to provide realistic experience for them. All teachers desiring a student assistant would submit requests to the pool, listing the skills they require for an assistant. Requests would be filled by an individual responsible for the pool. Students filling the requirements would be sent for personal interviews to the teacher, and the teacher would select his/her assistant from the interviewees. (Teachers)

13. Industrial education. It is felt that with our present curriculum, a great number of our students are graduating from high school with no definite goal in mind and no skill or training to enter the industrial world. With this in mind the following items are suggested: (Teachers)

    The type of course outlined here is designated to bring the Industrial Community and the school into close cooperation, and give the high school graduate a saleable skill. By the junior year, the student needs to have had enough vocational guidance so that he can intelligently select a proposed entry vocation. (This does not mean changes cannot be made.)

    Auto (as an example)

    1. As a junior, the student will take a year of Basic Auto two periods per day. In this he will build a foundation on the basic principles of the auto and decide if he wants to continue in this field.

11. As a senior, the student will select an area of specialization. The student will be in the class two hours per day in the first semester. In the second semester the student will spend two hours per day in class and approximately 10-15 hours per week in industry working in his area of specialization. The instructor will have released time to supervise and take care of job placement in industry.

Areas of Specialization

Automotive Electronics and Tune-up
Service Station (doesn't need Junior year in auto)
Auto Body and Finishing
Automotive Machinist
Auto Parts
Brakes and Front-end
Transmissions

This outline is for just one area. It should be recommended that similar adaptations be made for all or part of the following areas:

Welding
Machinist
Sheet Metal
Air Conditioning and Refrigeration
Hydraulics and Pneumatics
Aeronautics
Horticulture
Cashiering
File Clerk
Stenographer
Dietitian
Nurses Aide
Steno Type
Typists
Drafting
Electronics
Business Machines
Bookkeeping
Teachers Aide
T.V., Radio, etc.

(Plus any other area which would fit into the community industrial world.)

14. It is recommended that courses for the gifted be developed to tie in with the Advanced Placement Program many colleges participate in. Some students might enter the program for enrichment, some for college credit, and some for credit in lieu of other high school courses in a particular area. (Teachers)

OBJECTIVE: To raise aspiration levels of economically and educationally disadvantaged students.

1. As a result of the pass-fail pilot, the following points are recommended for consideration by the Educational Park and other schools in relation to any course considered for pass-fail: (Administrators)

   a. A course in which pass-fail might be offered should make the selection of whether to take the course in a pass-fail or regular letter grade system a voluntary choice on the part of the student.

   b. Students interested in taking a course using pass-fail as the grading system should be required to make a decision on pass-fail at the beginning of the semester and be held to it for that semester. They should be required to make a decision on this at the beginning of each semester.

   c. A teacher offering pass-fail in a course must be flexible enough to convert the student's work to a letter grade if the student has to transfer to another school.

   d. The courses that might be considered for pass-fail initially should only be elective courses.

   e. Prior to offering a course using pass-fail, and prior to asking the student to make a decision about it, a thorough orientation to pass-fail must be given to both teachers and students.

2. That the Educational Park become the hub of the community activity for the East Side of San Jose. With each city and county agency represented on the Park site, parents and youth would have only one place to go when they needed services. The Park should be open from morning to late evening for education, recreation and service to the community. At the same time, such a multi-agency complex must maintain the strictest confidence levels in appropriate situations, particularly in initial contacts with members of the community. (Parents)

3. That children from poverty families and low income families not be singled out and labeled as such, but rather that a concerted effort be made to raise the aspiration level of the students. All students are capable of learning, and often capable of learning much more difficult skills than they are given credit for. Teachers should expect all students to achieve highly. If a student does not achieve as expected, then the teacher must find out why and proceed to prescribe the activities that will bring the student up to the desired level. (Parents)

4. Teachers: The following points represent the students' view of an outstanding professional and should serve as guidelines in selecting staff members for the Park as well as all schools. (Students)

   a. Attempts to get to know students well.

   b. Communicates with them on all aspects of the school program.

   c. Is truly committed to teaching.

   d. Is imaginative in his/her presentation.

   e. Varies class procedure.

f. Knows his/her subject matter.

g. Possesses a sense of humor.

h. Respects students.

i. Is involved in school activities.

j. Is fair in evaluation.

k. Is available to students outside of class.

5. Learning to Learn: (Students)

   a. It is recommended that the development of study habits for the various courses, the development of intellectual curiosity, and the development of specific techniques of learning should be part and parcel of each course; teachers giving a good measure of emphasis to each. Along with this, individual responsibility and leadership should be developed.

   b. If students are taught how to learn in the various subject areas, they will be able to apply these techniques in later life when and if it becomes necessary to learn more about a particular area.

6. A concentrated dose of vocational guidance was recommended to begin at the freshman level and continue through the entire four year program. Students should be extensively tested, particularly on aptitude, skill and verbal measures. Following this, students should explore a variety of job areas related to their current interests and test results. This would be done to help students crystalize their thinking regarding a future vocation. It would help them to develop more pertinent program schedules for the junior and senior years. It is quite possible that recent high school graduates would be quite valuable here as well as visits to industry and college. (Teachers)

7. It is recommended that the student aide and assistant programs be carefully planned and extensively used in the Educational Park. (Teachers)

8. An inter-disciplinary attack for various vocational directions a student might take is recommended. For example, if the curriculum were highly individualized, a student working toward a career in the automotive field might study those aspects of physical science that apply to the automotive field, technical writing in English, mathematics related to the automotive field, and concentrate on a study of the industrial community in social studies. This would obviously involve a great deal of cooperation between departments and the development of a wide variety of individualized units, but the end product might be a significant improvement in education. (Teachers)

Other recommendations from the Curriculum Sub-Committees although not directly related to the project objectives:

1. It is recommended that an in-service training program be investigated in relation to the feeder schools of the Educational Park as well as the other District schools. The idea is to involve eighth grade feeder school teachers and ninth grade high school teachers in a program to develop mutual understanding of both school programs and eventually to provide better transition to high school, facilitate scheduling, and eliminate overlap in curriculum. (Administrators)

2. It is recommended that the Educational Park Study staff carefully observe and evaluate the English pilot to be started during the 1968-69 school year, at Piedmont Hills High School. (Administrators)

3. That all communications from the school to the home come directly from the principal to the parent. The idea is to give the communications more authority and prevent distortion by passing the communication through the student as an intermediary. (Parents)

4. That grading remain as it is for the college preparatory subjects, but that other forms of progress reporting for electives, P.E., etc., be studied. This recognizes that many grading systems are rather artificial, and that grades are necessarily important for college entry. (Parents)

5. Vending machines: (Students)

    a. A staggered lunch period is recommended for the Park and other large schools as one method to reduce crowding that occurs in using the vending machines.

    b. The kiosk plan introduced at Oak Grove is recommended for the Park and other schools as a second method to reduce crowding while the vending machines are in use.

    c. It is recommended that the District staff continue to investigate new ways of preparing and vending food in the interest of continually upgrading service.

6. Student Government: (Students)

    a. It is recommended that students be allowed to try their ideas in this area, regardless of the experience of past student governments. Students should be allowed to make their own successes or failures and live with them.

    b. Students should have authority in the area of school activities and budgeting, should have a hand in decision regarding the dress and behavior code, and be involved in communications between the staff and student body.

c. It is recommended that the students work together with the faculty and administration in the ongoing program of the school. Students do not wish to infringe on the authority or responsibility of the staff, but do wish to know more about faculty and administrative plans and thinking about the school program.

7. It is recommended that a District Diagnostic Center be developed at the Educational Park. Services would be provided that diagnose speech and hearing defects, low status dialects, bi-lingual problems, marginal achievers, psychological damage, need for attitude reformation, and need for perceptual remediation. (Teachers)

8. Recommended in the field of English are the following: (Teachers)

   a. An approach to English that concentrates on BASIC NEEDS during the freshman and sophomore years and on GENERAL INTERESTS in the junior and senior years.

   b. The development of a sequential phasing program in English (freshman and sophomore years, primarily). Each student would be required to pass through certain phases in reading, basic writing, speech, grammar and composition. He would move from one phase to another by jumping certain hurdles on the basis of performance.

   c. The development of a wide variety of electives on the junior and senior levels for students to select their program from. Utilizing individualized instruction, students would be able to select courses based on their interests, while the skill development of the course could be determined by the diagnostic testing and vocational goals. Examples of the wide variety possible include Reading Development, Independent Reading Projects, Vocational Reading, Modern Dramatic Literature, Film Appreciation, Creative Writing, Technical Writing, Negro Literature, Science Fiction and Fantasy, Drama, Speech and Debate, Rhetoric, Multi-Media Approach to Literature, Public Relations, Semantics, American Literature Themes, Shakespeare, Advanced Composition, Modern Novel, Tragedy, Satire, Poetry, Scientific Writing, and various thematic courses.

9. A family life or health education program is recommended for development. The program should either be a special required course or structured so that all students receive this education during their regular school program. This area is becoming so important that such a program must be carefully drawn up, but once in operation it must be closely followed to assure that it is carried out. (Teachers)

10. It is recommended that the current mathematics program underway in the Lodestar Project be implemented at the Educational Park. This includes the inter-disciplinary approach in Math I and Math II, a junior and senior Vocational Math tied in with Industrial Arts, a one semester consumer math for college preparatory students, and the development of a gifted program in math in conjunction with the district consultant for the gifted. (Teachers)

11. It is recommended that social studies provide many more electives for students, through individualized units of instruction (e.g., IOSUL), and/or provision for a number of quarter length courses. On the freshman level, the current Lodestar approach was suggested as a requirement, while the sophomore year could be thrown open to electives of the student's choosing. The junior year might consist of a semester of required U. S. History, followed by a number of electives based on U. S. History for the second semester. This would meet state U. S. requirements, yet provide much flexibility and student interest. The senior year would have a semester of Civics as required, followed by a wide choice of electives for the students. (Teachers)

12. It is recommended that the entire scheduling set-up as it now exists in our schools be studied and revised to provide the high degree of flexibility necessary to carry out many of the recommendations. Besides the possibility of running the program into the evenings, the possibility of developing a four quarter, twelve month school year should be investigated. The main idea of this would be to fully utilize the school plant for the benefit of the students, and incidentally for the benefit of the community and industry. (Teachers)

13. In the area of home economics it is recommended that more electives be provided to meet the needs and interests of all students in the school. (Teachers)

14. The committee recommends the development of art projects that build or enhance the design and beauty of the Park. The idea is that the Park should be looked upon by the student body as partly their product, something they can contribute to and identify with closely. (Teachers)

15. It is recommended that the music program be expanded to provide a wide variety of beginning music courses, extending the range of instruments to include many of interest to students but not normally taught in high school. (Teachers)

16. In the area of science, the committee recommends a highly individualized program. Suggestions would include a continuous progress program on the freshman and sophomore levels with students exercising some choice in the science areas they explore. Many of these individualized units should be offered to other students interested in science (not as an academic vocational pursuit) with openings in their schedules. These students might take one or two short science units and then move to some other area of interest. (Teachers)

17. For the science oriented college preparatory student, a unified science program through the four years of high school should be offered. The freshman and sophomore course might be similar to that above, with the junior and senior classes providing more specialization as they do now. (Teachers)

18. The final recommendation is that any study of the above recommendations start by investigating similar programs already underway in the District and local area. In this way much time and effort may be saved as the new programs will profit from past experience. (Teachers)

Special Projects in the District Relevant to the Educational Park Study

Project Lodestar:

This is a project started in 1965 and funded primarily by the Kettering Foundation. The project draft states that the essence of Project Lodestar is to develop tomorrow's high school today--to study tomorrow's needs in light of today's curriculum and teaching techniques, and to produce the desired curricular and technical changes in an operational project school. As they are developed, these changes must be field tested, evaluated, modified, and tested again until perfected. Finally, they must be marketed, both as components and as a total package.

The project is being field tested now at Oak Grove High School in the District. The results of this project will have significant implications for the Educational Park since the results will form the basic curriculum for the District. One of the objectives is to develop professional readiness for change. Therefore, with the Lodestar curriculum for a starting point, the setting of the Educational Park should produce a climate conducive to experimentation, evaluation and educational progress.

Project 360:

This is a project started in 1966 at Hill High School to study the feasibility of building an inter-disciplinary teaching team to work with a given grade of students over a four-hour block of time. The project is aimed at producing behavioral changes related to the student as a person. The areas being studied in order to accomplish the goals of the project include a flexible schedule based on student needs, independent study activities, the use of a resource center, a coordinated team approach toward intensive counseling and guidance, improved school-home communications, the facility requirements for an independent study program, and inter-disciplinary planning. During the 1967-68 school year the project was expanded, evaluations of it made, and plans made for further expansion.

In the opinion of the Educational Park Study staff, Project 360 offers many possibilities for improving education. The evaluation of the project indicates much improvement in adult-student contact, as well as improvement in academic performance, student behavior in the classroom, attendance, and guidance. Discussions with the project director have brought the Park Study Staff to the conclusion that the inter-disciplinary team approach may be quite feasible over four grade levels utilizing the school-within-a-school concept with a basic group of 600 students.

In-Service Education:

A number of in-service education projects have been undertaken in the District which are aimed at improving teaching staff understanding of the community, parents and students they serve. The projects have involved two way movement--community, parents and students coming to the school to discuss a wide variety of things related to school, and teachers going out to visit the parents in their homes. The Educational Park Study is interested in any of these projects or parts of them that hold promise of increasing communication and improving relationships between school and community.

One of the most promising in-service activities was the involvement of various staff groups in sensitivity training. Three District schools provided some sensitivity training for staff members. Oak Grove High School (the Lodestar School) sent all administrators and department heads to Asilomar Conference Grounds in Pacific Grove, California, for a two-day experience. Andrew Hill High School and Overfelt High School each sent two groups (with some repeaters) away to Madrone Meadows in Feather Falls, California, for weekend sensitivity training. The expenses were paid for through Title I funds. All members involved in these sensitivity sessions returned highly excited about the experience and have followed the sessions with further group meetings. They express the feeling that communication barriers have been broken and relationships between those who have attended the sessions are much improved. The worth of these sessions for the schools involved is manifest in better working relationships and readiness for change.

Developing Community Support

Attempts to meet this component objective were directed primarily through three channels: (1) the "Action Framework" or committee structure (see Appendix D), (2) presentation of the educational park concept by the staff to the community groups, and (3) press coverage, brochures, TV program and displays.

A decision was made at the beginning of the project to establish a structure which would facilitate participation by representative citizens in the project and which would result in appropriate recommendations to the Board of Trustees. The Mexican-American and Negro minorities were amply represented on all committees with the exception of the Park Specifications and Site Needs Committee. This deficiency was remedied in February, 1968, with the appointment of the Augmented Site Committee, consisting of an equal number of members from minority groups and from the original committee.

Committees active in the Study include the following:

- Blue Ribbon Advisory Committee
- Special Sub-Committee of the Blue Ribbon Advisory Committee
- Inter-Agency Cooperation and Community Relations Committee
- Curriculum Committee
    - Curriculum Sub-Committee - Administrators
    - Curriculum Sub-Committee - Teachers
    - Curriculum Sub-Committee - Parents
    - Curriculum Sub-Committee - Students
- Park Specifications and Site Needs Committee
- Augmented Site Committee
- Inter-Group Relations Committee

A total of 172 individuals served on these committees. In addition, an estimated 70 individuals participated in committee activity as consultants, resource persons or visitors. The number of committee meetings held was 110, the typical meeting lasting for more than two hours. It is interesting to note that the Blue Ribbon Advisory Committee elected to hold its meetings on Friday nights. This was done to accommodate the large number of community leaders whose calendars were often filled during the week. Despite this traditionally unpopular meeting time, the meetings of this committee rarely adjourned before 11:00 p.m. This fact is mentioned to emphasize the point that this group at the top of the committee heirarchy was in fact an active, functioning committee. It was by no means a "window dressing" or rubber stamp type of committee.

Complete minutes were kept of all committee meetings and are available in the project office. Each committee submitted its own report to the Blue Ribbon Advisory Committee, and its basic recommendations are reflected in the final report of the Blue Ribbon Advisory Committee. This report, attached in Appendix E, was drafted by the Special Sub-Committee and went through ten drafts before its final approval by the full committee on May 26, 1968.

Committee activity extended over a period of fifteen months--from February, 1967, through April, 1968. It became increasingly evident throughout this period of time that committee members, while expressing a wide variety of viewpoints on many aspects of the Study, were developing an attitude of strong support for the educational park concept as a viable means of meeting the objectives of the project. This attitude is summed up quite succinctly in the concluding two paragraphs of the Report of the Blue Ribbon Advisory Committee:

> "This committee feels the educational park concept as proposed in this report to be the next logical step in evolving a program that offers quality education for all, initially perhaps limited to secondary grades but ultimately adult education and perhaps even elementary education. Certain specialized services and classes could be available in this setting that are not possible in present smaller schools. Programs for both handicapped and gifted youth could be expanded. Changes to improve the educational opportunities of all youth, particularly minority youth, must be carried out.
>
> This committee feels the educational park is feasible, curriculum strategies and innovations can be included to meet its objectives, a site and structural form can be arrived at and community support and participation can be expected."

The recommendation of the Blue Ribbon Advisory Committee that the District proceed with the development of an educational park represents the single most significant accomplishment of the project. This recommendation, when carried out, represents the most basic change in policy regarding facilities and program since the District opened its first high school in 1950. The community, as represented by this committee, has endorsed a change of direction from the conventional sized high school to the multi-agency complex with educational, cultural, recreational and social services components.

The second channel for involvement of the community was through staff presentations to community groups. The staff made 160 appearances before groups ranging in size from three to 300 persons. A total audience of 6,000 was reached. Groups included minority organizations, service clubs, PTA's, student groups (including all seniors in the District), professional organizations, college classes, church groups, governmental bodies and public agency staffs. While the geographic spread was considerable (Honolulu to Fort Lauderdale), the vast majority of the presentations were made in the local area. Seventy-five per cent of the appearances were before audiences in East San Jose.

The format of the presentations typically included a half-hour talk on the educational park concept and its application to the local situation followed by a discussion period of 30 to 60 minutes. This permitted considerable dialogue between the staff and the group. Since the primary purpose of the meetings was to inform the public of the educational park concept, no attempt was made to secure endorsements. Certain impressions, however, can be generalized from these contacts. In summary, they are as follows:

1. The educational park concept was completely new to most people. Very few people, including those in relatively sophisticated groups such as professional organizations, had ever heard of educational parks.

2. The response of those who raised questions or made comments during the meetings was generally very positive. They appeared to view the educational park as a constructive approach to the social problems of the community, and they were attracted by a strategy that emphasized prevention of serious segregation rather than remediation after it occurs.

3. Reservations expressed tended to focus on matters of school size, costs and transportation.

4. Reactions to the possibilities of a multi-agency complex were almost uniformly positive. People appear ready to accept the idea of close cooperation between the school and other public agencies.

Press coverage of the project has been good, especially through the weekly paper, The East San Jose Sun, which has wide distribution throughout the target community. This coverage included regular news stories written by the paper's reporters and a series of seventeen articles on the educational park concept written by the project staff. The local dailies, the San Jose Mercury and the San Jose News, also carried stories on the project. Representative press clippings are shown in Appendix F.

A printed brochure (Appendix G) explaining the project has been distributed to approximately 13,000 people, including parents of all students in the District. A display was set up at the County Fair in August, 1967, and viewed by many thousands of citizens. A half-hour television program, "A Time for Boldness," was aired six times over the local UHF outlet, KTEH.

V. ACTION ON SECONDARY OBJECTIVES

Agency Commitments

One of the most active committees in the project was the Inter-Agency Cooperation and Community Relations Committee, chaired by the Mayor of San Jose, The Honorable Ronald James. The committee consisted of the directors or other high echelon personnel of more than twenty key community agencies. In a series of twelve meetings each member described the program of his agency and how it might fit into a multi-agency complex. At the conclusion of these meetings the committee passed the following resolution, which was later incorporated into the Report of the Blue Ribbon Advisory Committee:

> "The Inter-Agency Cooperation and Community Relations Committee endorses the concept of a school-community complex for East San Jose. The committee foresees great potential for the solution of educational and social problems of Eastside residents in such a complex. Specifically, the committee is attracted to the idea of a facility which will integrate educational, cultural, recreational, and social services programs. It is the opinion of the committee that appropriate administrative arrangements can be worked out if means can be found to provide funding for the necessary facilities and programs. In taking this position, the committee recognizes the necessity of endorsement of the concept by the appropriate policy-making boards, including the Board of Trustees of the East Side Union High School District, the San Jose City Council and the Santa Clara Board of Supervisors. The committee pledges itself to work with these boards in every way possible to bridge the gap between lofty ideal and practical reality."

In November, 1967, the San Jose City Council and the Santa Clara County Board of Supervisors endorsed the concept of a multi-agency complex and directed their staffs to work with the District staff in the development of plans to implement the concept. (See Appendix H).

While these actions do not constitute "firm commitments" in any final sense, they do set the stage for negotiations leading to such commitments in the future. To date the strongest interest has been shown by both City and County Health Departments, Youth Opportunity Center (a branch of the State Employment Service), County Library, City Parks and Recreation Department, County Juvenile Probation Department (Delinquency Prevention Office), Metropolitan Adult Education Program, and City Police Department (Youth Protection Unit).

Among non-governmental agencies indicating strong interest are Junior Achievement of Santa Clara County, Junior League (Children's Theater and Youth Science Institute) and Family Service Association.

Physical Facilities
Information for Specifications

The staff has consulted with representatives of the Bureau of School Planning of the State Department of Education and with a local consulting firm, Allan M. Walter and Associates, regarding general ideas for the physical facilities. The representative of the Bureau of School Planning, Mr. James Orsburn, has shown keen interest in the project and has offered the services of his office to assist the District. The Walter firm has prepared three preliminary and generalized sketches of a possible physical lay-out. These are shown in Appendix I.

It was not feasible to develop detailed specifications prior to formal approval of the concept by the Board of Trustees. It is anticipated that these plans will be drawn during the 1968-69 school year.

VI. RESPONSE OF THE BOARD OF TRUSTEES

Throughout the course of the project the District's governing body, the Board of Trustees, was supplied with a steady flow of all materials produced by the Study. Board members occasionally attended committee meetings. On May 1, 1968, the report of the Blue Ribbon Advisory Committee was formally presented to the Board. On June 4, 1968, after it had had five weeks to study the report, the Board acted favorably on the report of the Blue Ribbon Advisory Committee. Following is an excerpt from the minutes of the June 4 meeting:

> "On motion of Member Walsh, seconded by Member Bariteau, the Board accepted the Educational Park Study report and concurred that the educational park is feasible, curriculum strategies and innovations can be included to meet its objectives, a site and structural form can be arrived at and community support and participation can be expected. Carried unanimously."

The Board directed the Superintendent to bring in appropriate recommendations to implement its action.

This action of the Board is highly significant. It signals the most far-reaching change in policy since the inception of the District. In accepting the feasibility of the educational park as a means of achieving the objectives of this Study, the Board has moved from its historic commitment to schools of 1,800 capacity to a position favoring the development of a large complex to serve up to 5,000 students.

VII. PLANS FOR THE FUTURE

The favorable action of the Board, along with approval by the U. S. Office of Education of a one-year extension of the project, clears the way for continued planning of the educational park. Details of this work are contained in the District's application for a continuation of the project (Appendix J). Essentially, four tasks remain to be accomplished:

1. Broadening the present base of community involvement and support;
2. Detailed planning to work out the myriad details of organizing and administering a multi-agency community center;
3. Detailed planning of the instructional and administrative structure needed to implement a broadened, individually-oriented curriculum in a large school;
4. Detailed planning of a physical plant to house a major school complex which can capitalize on the virtues of both large size and humanely intimate sub-units.

APPENDIX A

DEMOGRAPHIC STUDY

EDUCATIONAL PARK
EAST SIDE UNION HIGH SCHOOL DISTRICT

DEMOGRAPHIC STUDY

DECEMBER 1967

EDUCATIONAL PARKS FOR TWENTIETH CENTURY SCHOOLS

(An excerpt from a paper by Robert G.Lamp)*

Changes of unprecedented significance in educational history are marking the decade of the sixties. Among educators and parents is a growing awareness that many conventional school practices are obsolete and that new design concepts are needed to cope with the accelerating changes in our social and economic structure.

We are beginning to understand, as we observe and test innovations in education-curriculum reform, studies in human creativity, flexible scheduling, team teaching, and the applicability of electronic gadgetry-that we must find alternative means of organizing the schools and alternative architectural solutions for the age-old question of an optimal environment for learning.

Development of the American school system has brought us from the "Little Red School House" and the "Quincy Box" to the "Neighborhood School" idea. A logical maturing of this process brings us to the "Educational Park."

"Two sets of values dominate current discussion about education," says J. Alan Thomas, assistant professor at the University of Chicago. "The first set of values is related to demands for racial integration and forms a basis for organizing urban schools. The second set of values centers around desires among parents and teachers for improvement."

Both values can and should be attained. But educators must assume appropriate leadership roles in demanding that quality receive priority. In any concept of school facilities the general improvement of education should be the first consideration; by-products of integration and equalization of opportunity will logically follow.

---

* Dr. Lamp has been associated with the School of Education at Stanford University since 1960. For more than a year he has made a special study of the feasibility of "educational parks" for American urban areas.

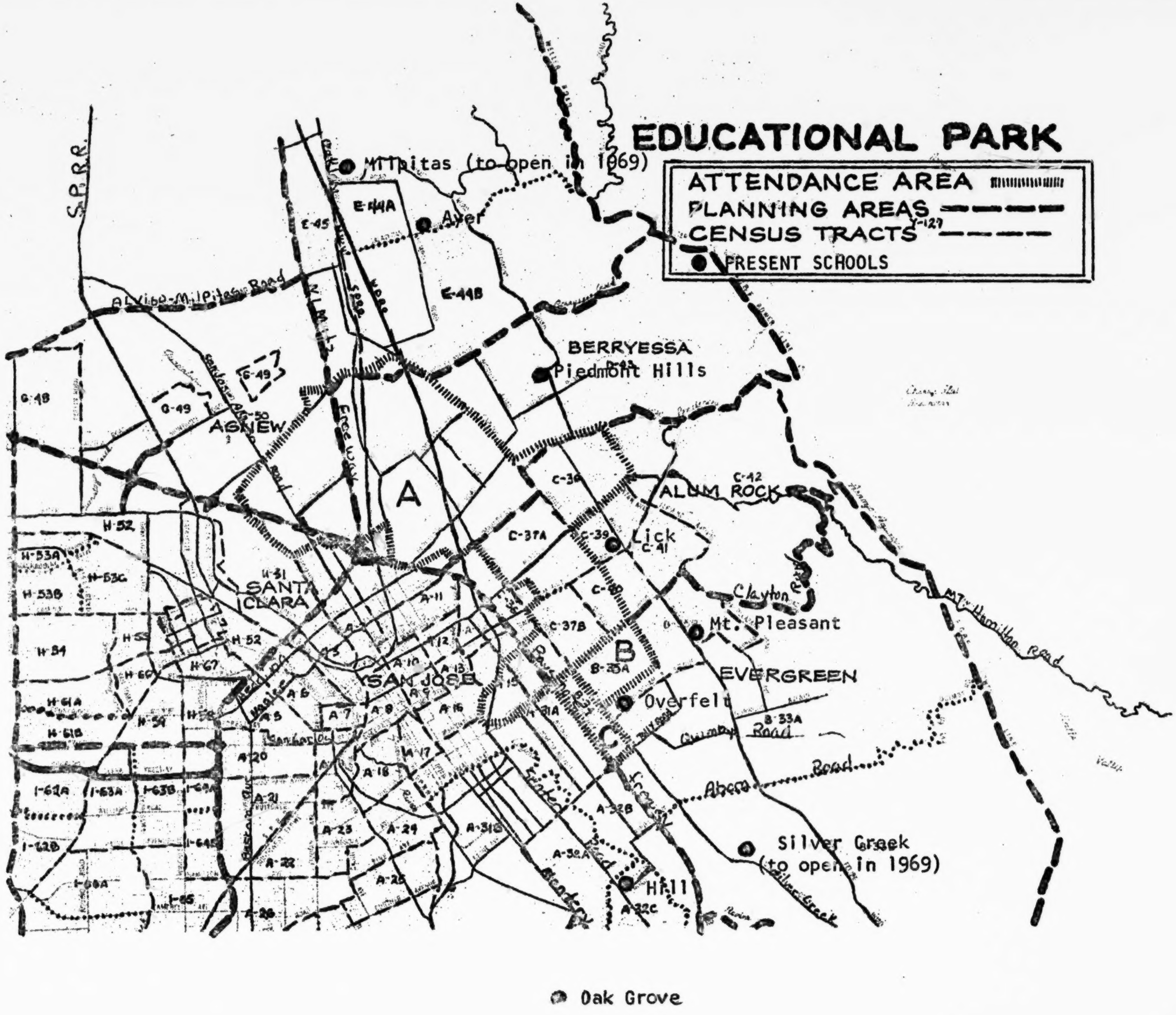
DEMOGRAPHIC STUDY

SYNOPSIS

This report attempts to assess demographically the attendance areas for the Educational Park of the East Side Union High School District. The boundaries of the attendance areas "A," "B," and "C" are outlined on the exhibit following this page. The first part of the report brings statistical data on population, ethnic composition, age distribution, and income groupings in attendance areas presented by census tracts. The sources for the data are from the 1966 Special U.S. Census in Santa Clara County.

The second part of the demographic study presents enrollment forecasts to 1985 in five-year intervals by attendance areas. The enrollment projections are predicated on population projections to 1985 in the attendance areas distributed by designated planning areas or portions thereof. The population projections in five-year intervals to 1985 for designated planning areas were prepared by the Santa Clara County Planning Department.

EDUCATIONAL PARK


ATTENDANCE AREA
PLANNING AREAS
CENSUS TRACTS
PRESENT SCHOOLS
Milpitas (to open in 1969)
Ayer
BERRYESSA
Piedmont Hills
ALUM ROCK
Lick
Mt. Pleasant
EVERGREEN
Overfelt
Silver Creek (to open in 1969)
Hill
Oak Grove
AGNEW
SANTA CLARA
SAN JOSE
A
B
C
S.P.R.R.
Alviso-Milpitas Road
Freeway
Mt. Hamilton Road
Clayton Road
Quimby Road
Aborn Road
Silver Creek
Story Road
E-44A
E-44B
E-45
G-48
G-49
G-50
H-52
H-53A
H-53B
H-53C
H-54
H-55
H-58
H-60
H-61A
H-61B
H-67
I-62A
I-62B
I-63A
I-63B
I-64A
I-64B
I-65
I-66A
A-5
A-6
A-7
A-8
A-9
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A-11
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A-13
A-15
A-16
A-17
A-18
A-20
A-21
A-22
A-23
A-24
A-25
A-26
A-31B
A-32A
A-32B
A-32C
B-33A
B-35A
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C-37B
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POPULATION

Present Situation: Table 1 presents the 1966 population in the attendance areas distributed by planning areas and census tracts or portions thereof. The examination of Table 1 reveals: A population of 30,230 persons is distributed over attendance area designated "A"; a population of 7,155 persons over attendance area "B" and a population of 6,181 persons over attendance area "C." The total population in the combined attendance areas "A," "B," and "C" is 43,566 persons. This figure represents 30.33 percent of the 1966 population of 143,600 persons in the East Side Union High School District.

The population of 30,230 persons in attendance area "A" represents 21.05 percent of the total population in the East Side Union High School District. The 1966 population in the East Side Union High School District is given in the second portion of the study on Table 9.

POPULATION CHARACTERISTICS

Ethnic Composition: Table 2 analyzes the ethnic composition of the population distributed by census tracts over the attendance areas. The presented statistics disclose the percentages of the defined ethnic minority groups in the attendance areas as follows:

	Mexican Americans	Negros
Attendance Area "A"	28.4%	5.4%
Attendance Area "B"	26.7	6.7
Attendance Area "C"	30.9	8.6

In attendance area "A" and "B" the ethnic minorities constitute one-third of the total population, in attendance area "C" the ethnic minority constitutes 39.5 percent of the total population.

Age Distribution: Tables 3 to 3-E inclusive and Table 4 present information on age distribution among the population under 18 years old. Of significance for this study is the population attending grades 9-12, namely, the 14-17 year old age group and in particular the ethnic composition of this age group.

TABLE 1

POPULATION DISTRIBUTION BY ATTENDANCE AREAS, PLANNING AREAS AND CENSUS TRACTS, 1966
Educational Park Study
East Side Union High School District

Attendance Area*	Planning Area**	Census Tract	1966 Population***	Portion in Attendance Areas	
A	A - San Jose	A-15	5,269	100%	5,269
	C - Alum Rock	C-36 Mayfair Area	4,833	40%	1,933
		C-37A	4,063	100%	4,063
		C-37B Mayfair Area	6,470	100%	6,470
		C-38	5,610	100%	5,610
		C-40	7,061	30%	2,118
	D - Berryessa	D-43	7,466	25%	1,867
	G - Agnew	G-50	6,211	Portion in Orchard Elementary School District	2,900
	H - Santa Clara	H-51	2,898		
	Total Population in Attendance Area "A"				30,230
B	B - Evergreen	B-35A	7,155	100%	7,155
C	B - Evergreen	B-34	6,181	100%	6,181

* See attached exhibit for designation of attendance areas.
** Planning Areas designated by Santa Clara County Planning Department.
*** Special 1966 Census, Santa Clara County.
Source: Davis-MacConnell-Ralston, Inc.

TABLE 2

ETHNIC COMPOSITION OF POPULATION IN ATTENDANCE AREAS BY CENSUS TRACTS*, 1966
Educational Park Study
East Side Union High School District

Attendance Area	Census Tract	Total Population	Total White	Mexican American	Percent of Total	White Non-Mexican	Percent of Total	Negro	Percent of Total	Undetermined	
										Other & Unknown	Percent of Total
A	15 (100%)	5,269	4,696	1,863	35.4	2,833	53.8	223	4.2	340	6.5
	36	(4,833	4,319	2,016	41.7	2,303	47.7	279	5.8	235	4.8)
	40% in Attendance Area	1,933	1,727	806	41.7	921	47.7	112	5.8	94	4.8
	37A (100%)	4,063	3,316	297	7.3	3,019	74.3	235	5.8	512	12.6
	37B (100%)	6,470	5,368	3,452	53.3	1,916	29.6	731	11.3	370	5.7
	38 (100%)	5,610	5,017	1,012	18.0	4,005	71.4	131	2.4	462	8.2
	40	(7,061	6,222	2,263	32.0	3,959	56.1	414	5.9	425	6.0)
	30% in Attendance Area	2,118	1,866	679	32.0	1,188	56.1	124	5.9	128	6.0
	43	7,466	6,358	702	9.4	5,656	75.8	78	12.6	1,030	13.8
	25% in Attendance Area	1,867	1,590	176	9.4	1,414	75.8	19	12.6	258	13.8
	50 (100%)	(5,146	4,648	674	13.1	3,974	77.2	78	1.5	420	8.2)
	51 (100%)	(2,898	2,534	219	7.6	2,315	79.9	1	0	363	12.5)
	Portion of both in Orchard Elem. School District in attendance area	2,900	2,566	290	10.0	2,276	78.5	44	1.5	290	10.0
	Total Population in Attendance Area "A" **	30,230	26,147	8,575	28.4	17,572	58.1	1,619	5.4	2,454	8.1
B	35A	7,155	6,085	1,914	26.7	4,171	58.3	479	6.7	591	8.3
C	34	6,181	5,401	1,908	30.9	3,493	56.5	534	8.6	246	4.0

* Special U.S. Census in Santa Clara County, April 1966. ** Total of underlined figures.
Source: Prepared by Davis-MacConnell-Ralston, Inc.

Ethnic Composition of High School Population: Using the information from the 1966 census data on age distribution and ethnic composition, the study made a conjectural projection of the ethnic composition of the high school population age group (14-17 years old) in 1970, 1975, and 1980. These projected age groupings are summarized on each table by census tracts. Summaries by attendance areas are presented in Table 3.

However, caution should accompany the use of the data. First, race and national origina were recorded in the 1966 Special Census according to the head of household. It was then assumed that all individuals in the household are of the same racial or national background as the head. There is also the limitation in the method used in aging the population, namely, the omission of the survival factor. The omission by itself, however, is negligible since the survival factor is only one of the three factors omitted for projecting population. The three factors used in population projections are: survival, migration, and inmigration.

Although conjectural because of the omission of the migration factor,the projections of the ethnic composition of the high school population in the attendance areas of the Educational Park appear indicative of future trends.

The analysis of Table 3 reveals: Assuming the population in attendance area "A" to remain constant for the next fifteen years, the age group of the high school population of Mexican origin will decline slightly in percentage of total population, while the same age group of White and Negro origin will increase slightly in percent of total population.

The projected high school population for attendance areas "B" and "C" shows a significant decline in the percentage of the high school population of Mexican origin. In attendance area "B" the age group 14-17 years old of Mexican origin will decline from 33.1 percent in 1966 to 26.9 percent in 1980; the same age group of White origin will increase from 47.9 percent of the total population in this age group to 57.2 percent in 1980. The 14-17 years old of Negro origin will increase from 7.4 percent of the total 1966 population in this age group to 12.7 percent in 1980.

Attendance area "C" shows a significant decline of the high school population of Mexican origin during the next fifteen years, namely, from 44.2 percent in 1966 to 27.5 percent in 1980; correspondingly, the high school population of White and Negro origin will increase.

TABLE 3

PROJECTED AGE GROUP 14-17 YEARS OLD, 1966, 1970, 1975, 1980
SUMMARY TABLE
Educational Park Study
East Side Union High School District

			WHITE							
Age Group	Total		Mexican-American		Non-Mexican Amer.		Negro		All Other	
14-17 yrs.old	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
ATTENDANCE AREA "A"										
1966	3,442	100.0%	1,203	35.0%	1,816	52.7%	155	4.5%	268	7.8%
1970	4,170	100.0%	1,486	35.6	2,104	50.5	216	5.2	364	8.7
1975	5,106	100.0%	1,716	33.6	2,668	52.3	285	5.6	436	8.5
1980	5,472	100.0%	1,857	33.9	2,908	53.2	291	5.3	416	7.6
ATTENDANCE AREA "B"										
1966	471	100.0%	156	33.1%	226	47.9%	35	7.4%	54	11.6%
1970	803	100.0%	248	30.9	445	55.4	47	5.9	63	7.8
1975	1,177	100.0%	325	27.6	705	59.8	78	11.0	69	1.6
1980	1,099	100.0%	296	26.9	627	57.2	80	12.7	105	3.4
ATTENDANCE AREA "C"										
1966	452	100.0%	200	44.2%	203	44.9%	34	7.5%	18	3.4%
1970	706	100.0%	278	39.4	340	48.1	65	9.2	23	3.3
1975	1,005	100.0%	353	35.1	530	52.7	87	8.6	31	3.6
1980	812	100.0%	224	27.5	465	57.2	84	10.3	41	5.0

Source: Tables 3-A to 3-E inclusive and 4.
Prepared by Davis-MacConnell-Ralston, Inc.

TABLE 3-A

AGE DISTRIBUTION BY ETHNIC COMPOSITION, AGES 0-18
ATTENDANCE AREAS BY CENSUS TRACTS, 1966
Educational Park Study
East Side Union High School District

ATTENDANCE AREA "A"

		CENSUS TRACT 15					CENSUS TRACT 36				
	Age	Total	Mexican American	White Non-Mexican	Negro	All Other	Total	Mexican American	White Non-Mexican	Negro	All Other
	Under 1	10	2	4	-	4	21	8	11	2	0
14-17 yrs.old in 1980	1	147	65	65	9	8	107	43	55	7	2
	2	188	93	76	11	8	126	63	42	14	7
	3	166	70	77	9	10	138	67	54	6	11
	4	169	86	66	8	7	140	64	52	14	10
14-17 yrs.old in 1975	5	152	70	62	10	10	106	61	30	8	7
	6	135	75	47	5	8	115	63	36	10	6
	7	121	65	44	4	8	106	58	31	11	6
	8	110	51	46	7	6	110	54	46	8	2
	9	101	57	31	5	8	101	61	32	4	4
14-17 yrs.old in 1970	10	121	58	52	6	5	108	56	42	5	5
	11	81	39	34	5	3	99	55	28	6	10
	12	79	32	40	3	4	93	52	35	4	2
	13	84	40	35	5	4	83	50	23	5	7
14-17 yrs. old in 1966	14	85	42	35	3	5	96	56	35	4	1
	15	82	33	42	3	4	76	47	24	3	2
	16	68	32	33	1	2	82	46	28	4	4
	17	71	30	31	4	6	69	36	23	9	4
	18	68	33	28	3	4	95	38	27	8	3
14-17 yrs.old in											
1966		306	137 44.7%	141 46.0%	11 3.6%	17 5.7%	323	185 57.2%	110 34.0%	20 6.1%	11 2.7%
1970		365	169 46.3	161 44.1	19 5.2	16 4.4	385	213 55.6	128 33.4	20 5.2	24 5.8
1975		518	261 50.4	199 38.4	26 5.0	32 6.2	437	236 54.0	143 32.7	37 8.5	21 4.8
1980		680	316 46.5	288 42.4	37 5.4	37 5.7	532	245 46.0	214 40.2	43 8.1	30 5.7

TABLE 3-B

AGE DISTRIBUTION BY ETHNIC COMPOSITION, AGES 0-18
ATTENDANCE AREAS BY CENSUS TRACTS, 1966
Educational Park Study
East Side Union High School District

		CENSUS TRACE 37A					CENSUS TRACT 37B				
	Age	Total	Mexican American	White Non-Mexican	Negro	All Other	Total	Mexican American	White Non-Mexican	Negro	All Other
	Under 1	9	3	6	-	-	12	8	4	-	1
14-17 yrs.old in 1980	1	112	41	57	8	6	169	90	50	17	12
	2	120	43	59	8	10	229	121	70	24	14
	3	108	38	46	9	15	261	144	88	23	6
	4	99	36	44	5	14	211	108	69	21	13
14-17 yrs.old in 1975	5	88	38	21	10	19	222	116	73	22	11
	6	91	42	24	11	14	182	96	52	26	8
	7	72	35	14	7	16	185	103	54	16	12
	8	77	39	12	9	17	198	111	54	20	13
	9	81	42	22	8	9	172	103	42	17	10
14-17 yrs.old in 1970	10	83	41	17	6	19	154	93	37	12	12
	11	68	32	18	3	15	144	88	25	25	6
	12	88	43	25	3	17	155	96	31	17	11
	13	54	33	10	10	1	146	93	29	14	8
14-17 yrs.old in 1966	14	70	35	19	4	12	119	77	22	11	9
	15	52	23	16	2	11	140	92	28	19	11
	16	52	23	21	2	6	116	71	22	18	5
	17	61	19	36	2	4	113	75	22	9	7
	18	81	29	36	5	11	112	77	19	11	5
14-17 yrs.old in											
1966		235	100 42.5%	92 39.1%	10 4.2%	33 14.2%	498	315 64.5%	94 19.3%	57 11.6%	32 4.6%
1970		293	149 50.8	70 23.8	22 7.5	52 17.8	597	370 61.7	122 20.3	68 11.4	37 6.6
1975		328	154 46.9	71 21.6	37 11.2	66 20.1	787	426 54.1	233 29.6	84 10.7	44 5.6
1980		448	161 35.9	212 47.3	30 6.7	45 10.0	814	471 53.4	212 24.0	85 18.0	46 4.6

TABLE 3-C

AGE DISTRIBUTION BY ETHNIC COMPOSITION, AGES 0-18
ATTENDANCE AREAS BY CENSUS TRACTS, 1966
Educational Park Study
East Side Union High School District

		CENSUS TRACT 38					CENSUS TRACT 40				
	Age	Total	Mexican American	White Non-Mexican	Negro	All Other	Total	Mexican American	White Non-Mexican	Negro	All Other
	Under 1	16	4	10	2	-	22	7	12	3	-
14-17 yrs.old in 1980	1	117	28	79	3	10	179	58	99	11	11
	2	146	34	94	7	11	206	75	107	13	11
	3	164	32	118	6	8	215	74	112	17	12
	4	174	46	114	6	8	200	80	95	14	11
14-17 yrs.old in 1975	5	186	36	136	8	6	218	82	111	22	13
	6	159	29	111	6	13	193	75	92	15	11
	7	169	41	113	2	13	214	91	101	11	11
	8	177	37	123	4	13	202	75	96	14	17
	9	156	39	101	4	12	197	86	84	14	13
14-17 yrs.old in 1970	10	151	34	102	4	11	194	77	90	18	9
	11	137	30	93	3	11	191	81	85	14	11
	12	152	28	109	2	13	187	74	89	10	14
	13	159	28	112	5	14	173	67	80	13	13
14-17 yrs.old in 1966	14	143	30	104	2	7	176	73	93	8	2
	15	131	27	92	3	9	147	58	79	10	4
	16	120	23	85	3	9	136	52	70	7	7
	17	107	24	70	1	12	131	44	73	9	5
	18	97	20	68	4	5	118	38	67	6	7
14-17 yrs.old in											
1966		501	104 20.7%	351 70.0%	9 2.0%	37 7.3%	602	227 38.5%	315 53.4%	34 5.7%	26 2.4%
1970		599	120 20.0	416 69.4	14 2.5	49 8.1	745	299 40.1	344 46.1	55 7.4	47 6.4
1975		691	143 20.6	483 69.8	20 3.1	45 6.5	837	323 39.0	400 48.3	62 7.4	52 5.3
1980		620	144 23.3	415 67.2	24 3.6	37 5.9	822	294 35.7	425 51.7	58 7.1	45 5.5

TABLE 3-D

AGE DISTRIBUTION BY ETHNIC COMPOSITION, AGES 0-18
ATTENDANCE AREAS BY CENSUS TRACTS, 1966
Educational Park Study
East Side Union High School District

			CENSUS TRACT 43							
	Age	Total	Mexican American		White Non-Mexican		Negro		All Other	
	Under 1	23	3		17		-		3	
14-17 yrs.old in 1980	1	154	26		99		3		26	
	2	183	25		134		-		24	
	3	189	21		138		1		29	
	4	216	29		158		-		29	
14-17 yrs.old in 1975	5	199	16		151		2		30	
	6	193	19		143		-		31	
	7	185	20		135		3		27	
	8	212	18		169		3		22	
	9	171	30		113		4		24	
14-17 yrs.old in 1970	10	178	21		139		4		14	
	11	149	18		113		3		15	
	12	162	15		124		2		21	
	13	136	15		102		-		19	
14-17 yrs.old in 1966	14	128	14		94		1		19	
	15	125	19		89		2		15	
	16	126	16		100		4		6	
	17	112	10		76		3		23	
	18	96	13		63		-		20	
14-17 yrs.old in										
1966		491	59	12.0%	359	73.1%	10	2.0%	63	12.9%
1970		625	69	11.0	478	76.4	9	1.4	69	11.2
1975		789	73	9.2	598	75.8	8	1.0	110	14.0
1980		765	104	13.5	546	71.3	4	0.7	111	14.5

TABLE 3-E

AGE DISTRIBUTION BY ETHNIC COMPOSITION, AGES 0-18
ATTENDANCE AREAS BY CENSUS TRACTS, 1966
Educational Park Study
East Side Union High School District

		CENSUS TRACT 50									CENSUS TRACT 51								
	Age	Total	Mexican American		White Non-Mexican		Negro		All Other		Total	Mexican American		White Non-Mexican		Negro		All Other	
	Under 1	26	3		20		-		3		4	-		3				1	
14-17 yrs.old	1	116	20		89		1		6		43	8		29				6	
in 1980	2	152	19		114		2		17		38	9		26				3	
	3	164	25		123		5		11		40	6		28				6	
	4	167	23		133		2		9		41	9		29				3	
14-17 yrs.old	5	155	19		123		3		10		30	5		23				2	
in 1975	6	137	16		111		3		7		51	7		34				9	
	7	145	17		119		2		9		36	6		18				12	
	8	138	22		101		3		12		37	8		24				5	
	9	134	19		102		1		12		40	6		27				7	
14-17 yrs.old	10	111	18		86		2		5		41	5		24				12	
in 1970	11	112	21		77		3		11		33	7		19				7	
	12	97	17		68		2		10		29	6		19				4	
	13	108	21		73		2		12		30	2		19				9	
14-17 yrs.old	14	96	17		71		0		8		30	4		21				5	
in 1966	15	95	11		75		2		7		16	2		13				1	
	16	105	23		68		1		13		32	6		22				4	
	17	72	11		54		1		6		39	2		30				7	
	18	70	12		50		0		8		29	2		26				1	
14-17 yrs.old in																			
1966		366	62	16.8%	268	72.8%	4	1.8%	32	8.6%	117	14	11.9%	86	73.5%			17	14.6%
1970		428	77	17.9	304	71.0	9	2.3	38	8.8	133	20	15.0	81	60.9			32	24.1
1975		577	74	12.9	454	78.9	11	1.6	38	6.6	153	26	16.8	99	64.2			28	19.0
1980		625	90	14.4	479	76.6	10	1.7	46	7.3	166	32	19.2	115	69.2			19	11.6

TABLE 4

AGE DISTRIBUTION BY ETHNIC COMPOSITION, AGES 0-18
ATTENDANCE AREAS BY CENSUS TRACTS, 1966
Educational Park Study
East Side Union High School District

		ATTENDANCE AREA "C"									ATTENDANCE AREA "B"								
		CENSUS TRACT 34									CENSUS TRACT 35A								
	Age	Total	Mexican American		White Non-Mexican		Negro		All Other		Total	Mexican American		White Non-Mexican		Negro		All Other	
	Under 1	14	6		8		2		-		18	6		9		1		3	
14-17 yrs.old in 1980	1	141	37		90		11		3		191	45		115		11		20	
	2	178	46		101		19		12		305	76		174		30		25	
	3	243	63		145		24		11		275	80		145		22		28	
	4	236	72		121		28		15		328	89		184		26		29	
14-17 yrs.old in 1975	5	250	87		134		24		5		332	98		196		19		19	
	6	233	80		126		18		9		287	71		180		20		16	
	7	270	96		135		26		9		284	79		169		20		16	
	8	252	90		135		19		8		274	77		160		19		18	
	9	204	71		106		21		6		246	67		173		13		19	
14-17 yrs.old in 1970	10	204	83		99		17		5		229	66		136		9		18	
	11	178	57		97		18		6		214	73		108		13		20	
	12	159	70		69		14		6		206	55		125		14		12	
	13	165	68		75		16		6		154	54		76		11		13	
14-17 yrs.old in 1966	14	105	48		47		8		2		145	45		69		13		18	
	15	129	60		59		10		3		117	45		49		10		13	
	16	118	49		55		7		7		119	40		60		6		13	
	17	100	43		42		9		6		90	26		48		6		10	
	18	93	36		49		6		2		82	23		45		3		11	
14-17 yrs.old in																			
1966		452	200	44.2%	203	44.9%	34	7.5%	18	3.4%	471	156	33.1%	226	47.9%	35	7.4%	54	11.6%
1970		706	278	39.4	340	48.1	65	9.2	23	3.3	803	248	30.9	445	55.4	47	5.9	63	7.8
1975		1005	353	35.1	530	52.7	87	8.6	31	3.6	1177	325	27.6	705	59.8	78	11.0	69	1.6
1980		812	224	27.5	465	57.2	84	10.3	41	5.0	1099	296	26.9	627	57.2	80	12.7	105	3.4

Family income by ethnic composition in the attendance areas of the Educational Park is recorded by census tracts on Tables 5-A - 5-E, and 6. Table 6 also summarizes the information for attendance area "A" as follows:

Families of Mexican origin reported:

33.7 percent in income group $ 4,001 - $ 8,000
14.7 percent in income group 0 - 4,000
10.0 percent in income group 8,001 - 10,000
5.0 percent in income group 10,001 - 15,000
1.0 percent in income group 15,000+

The remaining percent of the families in this ethnic group did not report the income. It is of significance that the largest percentage of reported family income is in the group of $4,001 - $8,000.

White non-Mexican families reported:

29.3 percent in income group $ 4,001 - $ 8,000
14.3 percent in income group 8,001 - 10,000
13.2 percent in income group 0 - 4,000
13.7 percent in income group 10,001 - 15,000
3.3 percent in income group 15,000+

The remaining percent of the families did not report income.

There is no significant difference in the recorded percentage of Mexican and White non-Mexican families in the income group $0 - $4,000 and $4,001 to 8,000. The White non-Mexican population, though, has a greater percentage in the upper level income groups.

The Negro families also show greater percentages in the higher income group levels than do the Mexican Americans.

Attendance areas "B" and "C" show similar family income distribution among the ethnic groups as demonstrated in the previous paragraph for attendance area "A." The data are recorded in Table 6.

TABLE 5-A

FAMILY INCOME BY ETHNIC COMPOSITION, 1966
IN ATTENDANCE AREA "A" BY CENSUS TRACTS

Educational Park Study
East Side Union High School District

		NUMBER OF FAMILIES IDENTIFIED BY ETHNIC COMPOSITION							
		White							
Census Tract	Income Groups	Mexican American	Percent of Total	Non-Mexican American	Percent of Total	Negro	Percent of Total	Other and Unknown Origin	
	Total	407	100.0%	1,079	100.0%	64	100.0%	126	100.0%
15	$ 0 -$ 4,000	73	18.0	293	27.2	12	18.7	16	12.6
	4,001- 8,000	125	30.7	380	35.2	18	28.1	30	23.8
	8,001- 10,000	27	6.6	115	10.7	2	3.1	13	10.3
	10,001- 15,000	20	4.9	81	7.5	5	7.8	8	6.3
	15,001+	3	0.7	22	2.0	-	-	-	-
	Not reported	159	39.0	188	17.4	27	42.2	59	46.8
	Total	456	100.0%	856	100.0%	80	100.0%	69	100.0%
36	$ 0 -$ 4,000	91	20.0	143	16.7	16	20.0	9	1.3
	4,001- 8,000	143	31.3	209	24.4	19	23.7	10	26.1
	8,001- 10,000	36	7.9	84	9.8	4	5.0	10	14.4
	10,001- 15,000	16	3.5	64	7.5	3	3.8	4	5.8
	15,001+	4	0.9	10	1.2	3	3.8	1	-
	Not reported	166	36.4	346	40.4	35	43.8	27	39.1

Source: 1966 Special U.S. Census, Santa Clara County.
Prepared by: Davis-MacConnell-Ralston, Inc.

TABLE 5-B

FAMILY INCOME BY ETHNIC COMPOSITION, 1966 IN ATTENDANCE AREA "A" BY CENSUS TRACTS

Educational Park Study
East Side Union High School District

Census Tract	Income Groups	NUMBER OF FAMILIES IDENTIFIED BY ETHNIC COMPOSITION							
		White							
		Mexican American	Percent of Total	Non-Mexican American	Percent of Total	Negro	Percent of Total	Other and Unknown Origin	
	Total	198	100.0%	1,354	100.0%	61	100.0%	87	100.0%
37A	$ 0 -$ 4,000	21	10.6	189	21.5	16	12.5	2	2.3
	4,001- 8,000	81	40.9	407	30.0	22	36.0	19	21.8
	8,001- 10,000	31	15.6	219	16.1	2	3.3	10	11.4
	10,001- 15,000	21	10.6	206	15.2	5	8.2	5	5.7
	15,001+	1	0.5	42	31.0	1	0.1	-	-
	Not reported	43	21.7	291	21.5	15	24.6	51	58.6
	Total	704	100.0%	602	100.0%	193	100.0%	130	100.0%
37B	$ 0 -$ 4,000	94	13.3	50	8.3	20	10.4	18	13.8
	4,001- 8,000	227	32.2	214	35.5	49	25.3	50	38.4
	8,001- 10,000	44	6.2	54	8.8	15	7.8	13	10.0
	10,001- 15,000	17	24.1	38	6.2	9	4.7	5	3.8
	15,001+	6	0.9	7	1.6	2	0.1	-	-
	Not reported	316	44.8	239	39.6	98	50.8	44	33.8

Source: 1966 Special U.S. Census, Santa Clara County.
Prepared by: Davis-MacConnell-Ralston, Inc.

TABLE 5-C

FAMILY INCOME BY ETHNIC COMPOSITION, 1966
IN ATTENDANCE AREA "A" BY CENSUS TRACTS

Educational Park Study
East Side Union High School District

		NUMBER OF FAMILIES IDENTIFIED BY ETHNIC COMPOSITION							
		White							
Census Tract	Income Groups	Mexican American	Percent of Total	Non-Mexican American	Percent of Total	Negro	Percent of Total	Other and Unknown Origin	
	Total	194	100.0%	1,009	100.0%	26	100.0%	124	100.0%
38	$ 0 -$ 4,000	14	7.2	59	5.9	5	19.2	21	16.9
	4,001- 8,000	78	40.2	333	33.0	7	26.9	22	17.7
	8,001 -10,000	39	20.1	195	19.3	6	23.1	16	12.9
	10,001 -15,000	15	7.7	155	15.2	2	7.7	18	14.5
	15,001+	-		27	2.7	1	3.4	3	2.6
	Not reported	48	24.7	240	23.8	5	19.2	44	35.4
	Total	428	100.0%	1,142	100.0%	85	100.0%	103	100.0%
40	$ 0 -$ 4,000	58	13.6	138	12.0	10	11.7	5	4.8
	4,001- 8,000	162	37.8	423	37.0	29	34.1	39	37.8
	8,001- 10,000	52	12.1	185	16.1	11	12.9	19	18.4
	10,001- 15,000	30	4.3	146	12.7	10	11.7	12	11.6
	15,001+	5	2.9	27	23.6	2	2.4	4	3.9
	Not reported	121	28.3	223	19.5	23	27.0	24	23.3

Source: 1966 Special U.S. Census, Santa Clara County.
Prepared by: Davis-MacConnell-Ralston, Inc.

TABLE 5-D

FAMILY INCOME BY ETHNIC COMPOSITION, 1966 IN ATTENDANCE AREA "A" BY CENSUS TRACTS

Educational Park Study
East Side Union High School District

		NUMBER OF FAMILIES IDENTIFIED BY ETHNIC COMPOSITION							
		White							
Census Tract	Income Groups	Mexican American	Percent of Total	Non-Mexican American	Percent of Total	Negro	Percent of Total	Other and Unknown Origin	
	Total	160	100.0%	1,685	100.0%	18	100.0%	262	100.0%
43	$ 0 -$ 4,000	27	16.9	126	7.5	-	-	26	9.9
	4,001- 8,000	37	23.1	291	17.3	3	16.7	44	16.9
	8,001- 10,000	16	10.0	248	14.7	5	27.8	40	15.3
	10,001- 15,000	8	5.0	353	20.9	3	16.6	25	9.5
	15,001+	3	18.8	128	7.6	1	5.6	15	5.7
	Not reported	69	43.1	539	32.0	6	33.3	112	42.7

Source: **1966 Special** U.S. Census, Santa Clara County.
Prepared by: Davis-MacConnell-Ralston, Inc.

TABLE 5-E

FAMILY INCOME BY ETHNIC COMPOSITION, 1966
IN ATTENDANCE AREA "A" BY CENSUS TRACTS
Educational Park Study
East Side Union High School District

		NUMBER OF FAMILIES IDENTIFIED BY ETHNIC COMPOSITION							
		White							
Census Tract	Income Groups	Mexican American	Percent of Total	Non-Mexican American	Percent of Total	Negro	Percent of Total	Other and Unknown Origin	
	Total	152	100.0%	1,126	100.0%	20	100.0%	113	100.0%
50	$ 0 -$ 4,000	18	11.9	80	7.2	1	5.0	23	20.3
	4,001- 8,000	43	28.4	349	39.9	4	20.0	31	27.5
	8,001- 10,000	19	12.6	178	11.2	2	10.0	8	7.1
	10,001- 15,000	7	3.9	181	11.3	6	30.0	8	7.1
	15,001+	2	1.5	38	3.6	-	-	9	8.0
	Not reported	63	41.5	300	26.9	7	35.0	34	30.0
	Total	54	100.0%	1,022	100.0%	-		36	100.0%
51	$ 0 -$ 4,000	8	14.8	216	21.1	-		1	2.8
	4,001- 8,000	26	48.1	279	27.3	-		12	33.3
	8,001- 10,000	9	16.7	130	12.7	-		7	19.5
	10,001- 15,000	5	9.2	127	12.4	-		3	8.3
	15,001+	1	1.9	24	2.4	-		1	2.8
	Not reported	5	9.3	246	24.1	-		12	33.3

Source: 1966 Special U.S. Census, Santa Clara County.
Prepared by: Davis-MacConnell-Ralston, Inc.

TABLE 6

FAMILY INCOME BY ETHNIC COMPOSITION, 1966
SUMMARY TABLE FOR ATTENDANCE AREAS
Educational Park Study
East Side Union High School District

ATTENDANCE AREA "A"*

		NUMBER OF FAMILIES IDENTIFIED BY ETHNIC COMPOSITION							
				White					
Census Tract	Income Groups	Mexican American	Percent of Total	Non-Mexican American	Percent of Total	Negro	Percent of Total	Other and Unknown	Origin
	Total	2,753	100.0%	9,833	100.0%	547	100.0%	1,050	100.0%
	$ 0 -$ 4,000	404	14.7	1,294	13.2	80	14.6	121	11.5
	4,001- 8,000	922	33.7	2,885	29.3	151	27.6	265	25.2
	8,001- 10,000	273	9.9	1,408	14.3	47	8.6	136	13.0
	10,001- 15,000	139	5.0	1,351	13.7	43	7.9	88	8.4
	15,001+	25	0.9	325	3.3	10	1.8	33	3.1
	Not reported	990	36.0	2,612	26.6	216	39.5	407	38.8
ATTENDANCE AREA "B"									
35A	Total	320	100.0%	922	100.0%	94	100.0%	107	100.0%
	$ 0 -$ 4,000	30	10.7	76	8.2	8	11.7	6	5.6
	4,001- 8,000	133	41.5	510	55.3	40	42.6	30	28.0
	8,001- 10,000	33	10.3	192	20.8	12	12.8	5	4.7
	10,001- 15,000	23	7.9	121	13.1	5	5.3	2	1.9
	15,001+	2	0.6	17	1.8	-	-	-	-
	Not reported	99	30.9	169	18.3	29	30.9	64	59.8
ATTENDANCE AREA "C"									
34	Total	312	100.0%	832	100.0%	107	100.0%	59	100.0%
	$ 0 -$ 4,000	30	9.6	52	6.3	8	7.5	15	25.4
	4,001- 8,000	125	40.0	298	35.8	47	43.9	11	18.6
	8,001- 10,000	51	16.3	133	16.0	7	6.5	5	8.4
	10,001- 15,000	17	5.4	130	15.6	10	9.3	5	8.4
	15,001+	3	1.0	27	3.2	2	1.8	2	3.4
	Not reported	86	27.6	192	23.0	33	30.8	23	39.0

* Attendance area "A" is summarized from Tables 5-A to 5-E inclusive.
Source: 1966 Special U.S. Census, Santa Clara County.
Prepared by Davis-MacConnell-Ralston, Inc.

FORECASTS

POPULATION

The Santa Clara County and the City of San Jose Planning Departments prepared a General Plan for the East Side including all of the area of the East Side Union High School District. Predicated on the land use proposals contained in the Plan, population projections were prepared in five-year intervals to 1985, corresponding to anticipated stages of urban development in the East Side.

These population projections are the premise for forecasts in population and enrollments for the attendance areas of the Educational Park.

Method used in population forecasts: Percentages of projected population were interpolated for portions of planning areas lying within the attendance areas "A," "B," and "C." Table 7 brings the interpolated population projections in five-year intervals to 1985. Table 8 compares the projected population for the entire area of the East Side Union High School District with the projections for the attendance areas of the Educational Park.

ENROLLMENTS

Method used: Enrollment estimates were prepared by multiplying the projected population by the ratio of enrollment in grades 9-12 to household population. Past trends in ratios and extended future ratios of enrollment in grades 9-12 to household population are shown in Table 9.

The extended ratios for 1970, 1975, 1980, and 1985 are based on anticipated increases of the enrollment ratio to the population age group 14-17 years old in the respective years.

Table 10 brings the enrollment projections in five-year intervals for attendance areas "A," "B," and "C."

TABLE 7

POPULATION FORECASTS IN ATTENDANCE AREAS BY PLANNING AREAS
Educational Park Study
East Side Union High School District

Attendance Area*	Planning Area**	Census Tract	PROJECTED POPULATION							
			1970[(a)]		1975[(b)]		1980[(b)]		1985[(b)]	
			Percent	Number	Percent	Number	Percent	Number	Percent	Number
"A"	A-San Jose	A-15	100%	5,200	100%	5,000	100%	3,000	100%	2,000
	C-Alum Rock	(C-36 (C-37A (C-37B (C-38 (C-40	55%	27,500	55%	30,250	60%	39,000	60%	45,000
	D-Berryessa	D-43	50%	6,500	50%	10,500	50%	14,000	50%	16,500
	G-Agnew H-Santa Clara	G-50 H-51	Portion of Orchard Elem. School District	3,000		3,000		3,000		3,000
Total Population in Attendance Area "A"				42,200		48,750		59,000		66,500
"B"	B-Evergreen	B-35A	20%	9,800	17.5%	12,750	17.5%	14,875	15%	16,500
"C"	B-Evergreen	B-34	20%	9,000	17.5%	10,000	17.5%	14,875	15%	16,500

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* See exhibit for designation of attendance areas.

** Planning areas designated by Santa Clara County Planning Department.

(a) Percent pertains to portion of planning areas lying in Census Tract A-15.

(b) Percentage pertains to projected population in total planning area by Santa Clara County Planning Department.

TABLE 8

POPULATION FORECASTS IN FIVE-YEAR INTERVALS TO 1985
COMPARATIVE STATISTICS
East Side Union High School District and Educational Park

	U.S. Census 1966	FORECAST 1970	1975	1980	1985
East Side Union High School District Area*	143,600	198,000	282,000	361,000	444,000
Educational Park Attendance Area**	Estimate				
"A"	30,230	42,200	48,750	59,000	66,500
"B"	7,155	9,800	12,750	14,875	16,500
"C"	6,181	9,000	10,000	13,875	16,500
Total Population in Attendance Areas	43,566	61,000	71,500	88,750	99,500

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* Population forecasts in five-year intervals to 1985, by school districts (population figures in 1,000's for April of each year).
Preliminary Release, County of Santa Clara Planning Department, April 1967.

** See Table 1 for 1966 census data on population in Educational Park attendance areas by census tracts and planning areas.
See exhibit for designation of attendance areas.

Prepared by: Davis-MacConnell-Ralston, Inc.

TABLE 9

RATIO OF PUBLIC SCHOOL ENROLLMENT TO HOUSEHOLD POPULATION AND OCCUPIED DWELLING UNITS, APRIL 1960 AND 1966

Educational Park Study
East Side Union High School District

	NUMERICAL TOTALS						ENROLLMENT RATIOS 9-12 GRADES			
East Side Union High School District	Household Population		Total Occupied Dwelling Units		Public 9-12 Grade Enrollment		Ratio of Enrollment to Household Population		Ratio of Enrollment To Occupied Dwelling Units	
	1960[a]	1966[b]	1960[a]	1966[b]	1960[c]	1966[c]	1960	1966		
	70,335	142,317	18,459	35,977	3,100	8,765	.044	.062	.168	.244

[a] Based on U.S. Census of Population, April, 1960.
[b] Santa Clara County Special Census, April, 1966.
[c] County of Santa Clara Office of Education.
Prepared by: Davis-MacConnell-Ralston, Inc.
Source of data: Info No. 227, Santa Clara County Planning Department, April 1967.

EXTENDED RATIOS OF PUBLIC SCHOOL ENROLLMENT IN GRADES 9-12 TO PROJECTED POPULATION 1970-1985

Year	Extended Ratios of Enrollment in Grades 9-12 To Population
1970	.070
1975	.075
1980	.075
1985	.073

Prepared by: Davis-MacConnell-Ralston, Inc.
Note: Ratio of extended high school enrollments are based on population forecasts and recent trends in enrollment ratios.

TABLE 10

ENROLLMENT PROJECTIONS BY ATTENDANCE AREAS 1970-1985
GRADES 9-12 IN FIVE-YEAR INTERVALS
Educational Park Study
East Side Union High School District

Attendance Area	Enrollment Projections			
	1970	1975	1980	1985
"A"	2,954	3,656	4,425	4,855
"B"	686	956	1,116	1,205
"C"	630	750	1,116	1,205
Total in Attendance Areas	4,270	5,362	6,675	7,265

Source: Tables 9 and 10.
Davis-MacConnell-Ralston, Inc.

APPENDIX B

STAFF PAPER
"Educational Quality and the Large High School"

Educational Park Study
East Side Union High School District
12660 North Capitol Avenue
San Jose, California 95133

EDUCATIONAL QUALITY AND THE LARGE HIGH SCHOOL

by

Henry C. Jensen, Director
Guy C. Klitgaard, Associate Director

A. INTRODUCTION

Throughout the course of the East San Jose Educational Park Study constant reference has been made to the possibility of developing a complex to serve 3000 to 5000 students. The question repeatedly arises: What can be done educationally in such a school that cannot be done in schools of 1800 students? This paper is an attempt to provide some preliminary answers.

It is axiomatic that size and quality are not automatically correlated in either a positive or negative way. Bigness does not guarantee goodness. To merely duplicate in a large school what is now being done in smaller ones holds no promise for the improvement of quality. If size is to help produce educational excellence, careful planning of educational program, physical facilities, instructional and administrative organization, and staffing are mandatory. Such planning can enable us to capitalize on the unique opportunities presented by a large school.

B. EDUCATIONAL PROGRAM

A large school enrolling two to three times as many students as schools currently in operation will make it possible for the district to expand its course offerings. Courses which have limited appeal because of their specialized nature are too expensive to offer in our present schools since they attract only a few students. In a large school, the number of students wishing to enroll in such courses would be great enough to make them economically feasible. Examples of such courses are as follows:

Art
- Advanced courses in design, crafts, drawing and painting and commercial art

Business Education
- Advanced courses in modern business machines, including data processing
- Specialized courses leading to entry jobs

Language Arts
- Advanced genre courses in drama, poetry or the novel
- Creative writing
- Debate

Foreign Language

Separate fourth year courses in French, German and Spanish, rather than combined third and fourth year courses
Russian
Chinese

Homemaking

Fourth year courses in textiles, foods and home management
Commercial food service

Industrial Arts

Advanced courses in wood, metals and electronics
Industrial materials laboratory

Mathematics

Advanced Algebra and Trigonometry
Calculus
Computer programming
Vocational mathematics (correlated with vocational educational courses)

Music

Orchestra and string programs (present orchestras are either very small or nonexistent)
Special ensembles
Honor Band

Science

Advanced courses in chemistry, physics and biology
Astronomy
Geology
Oceanology

Social Science

Anthropology
Economics
Sociology
Foreign relations
Psychology

Vocational and Technical Education

One component of an educational park could well be a regional vocational center, drawing students from throughout the district as well as from neighboring districts. Some of the courses mentioned above, e.g. advanced business machines, advanced homemaking and computer programming, would prepare students for entry positions in local business and industry. Skills taught could range from those of relatively low order, such as cashiering and service station operations, to high order skills such as those needed in the building trades. Extensive training programs could be developed through liaison with local industry, whose changing needs would be met by continuing adaptations in the vocational and technical offerings. It is conceivable that the school could serve as a job placement center for the district, coordinating the programs for job entry at all district schools in cooperation with local industry and employment agencies. Indeed, the location of an office of the State Employment Service's Youth Opportunity Center in the park is seen as a distinct possibility.

In a large school, the district could offer Advanced Placement courses, developed in cooperation with the College Entrance Examination Board. Students who successfully complete such courses are eligible for college credit. Some of the courses suggested above in the fields of language arts, mathematics, science and social science could be developed into Advanced Placement courses.

The specialized programs of the large school could be made available to students throughout the district through the "magnet" plan. This plan, now in use in a number of large urban high schools, would permit selected students to enroll in courses not available in smaller schools. Some such students might attend the large school full time. Others might attend part-time and return to their home schools for the remainder of the day, thus preventing a "brain drain" in those schools. The same system is now in use with students who attend the Vocational Center half day and their home schools half day. The Vocational Center is currently using San Jose City College facilities. A new facility on Hillsdale Avenue will open in September, 1968, and will be shared by four districts--East Side Union High School District, San Jose Unified School District, Santa Clara Unified School District and Campbell Union High School District.

Programs for the Handicapped

The same logic would apply to programs for physically, emotionally or mentally handicapped students. The feasibility of providing special programs for them bears a direct relationship to the enrollment base of the school. A particular virtue of such a situation is that handicapped students would become members of the student body of a comprehensive school; they would not be ignored or sent to special schools where their only contacts are with other handicapped youngsters. Current thinking in special education supports the idea of keeping such students in contact with "normal" youngsters as much as possible. It is important for both groups to accept in a positive way the unique problems and qualities of individuals who are handicapped.

Programs for the Gifted

The implication of school size for the strengthening of our programs for gifted students is worthy of special mention. At the present time 2.9% of the district's students are classified as gifted. The number of such students in any one school ranges from 30 to 70. When we consider that these students are distributed over four grade levels and that within the group of gifted students abilities and interests vary widely, it is obvious that the number of course offerings for them is extremely limited. By doubling or tripling the number of such students in a school the possibility of offering special courses to meet their needs is considerably enhanced.

Special Instructional Equipment:

In a large school, it would be economically practical to provide special instructional equipment which is prohibitively expensive for smaller schools. The sophistication of such equipment would enhance the quality of learning. Such equipment might be made available to students from all schools in the district for special short-term courses offered at times other than normal school hours. It would be possible, for instance, to teach interested students the necessary skills in key punch operation in a few weeks in early morning, late afternoon or summer classes.

Schedule Flexibility

The large school would afford an excellent opportunity for the district to break the rigid structure of the traditional six period day and to institute sound practices in flexible scheduling and individualized instruction now being pioneered in innovative schools throughout the country. The rigidity of the present schedule could be further reduced through staggered opening and closing times. There is little reason, other than administrative convenience and limitations imposed by bus schedules, to have all students arrive at and depart from school at the same time each day. Flexibility of this nature would enable students to adjust their daily schedules to accommodate outside jobs, family needs and other personal reasons related to the convenience of the individual student. It would also result in economics through greater utilization of classroom space. Practice times for athletic teams could be scheduled throughout the day to meet the convenience of players and coaches and to insure better utilization of athletic facilities.

Schedule flexibility, when combined with house plan organization, would enable the school to restructure the traditional departmentalized teacher grouping patterns for more effective attack upon the educational and personal problems of youth. Current experiments with interdisciplinary teaching teams in Project 360 at Andrew Hill High School and in the LODESTAR curriculum at Oak Grove High School point the way to continued development of this kind of instructional arrangement.

The house plan, described in Section D, could facilitate a third and more long-range type of flexibility. The rate of change in education has accelerated tremendously in recent years. Every prognosis indicates that this will continue to be the case in the future. If schools are to be sensitive to the needs of the society which supports them and to the needs of individual students, they must be capable of changing their programs quickly and efficiently. Such adaptations do not come easily in huge institutions which are monolithically organized. The house plan, by providing small, semi-autonomous units, can be utilized to institute pilot programs which can be tested on a limited basis. Such programs can be swung into action quickly since they involve only a small number of staff members in the retraining process necessary to launch instructional innovations. Unsuccessful innovations can be phased out with a minimum of institutional shock and with little or no adverse effect on the larger school. Successful programs, by contrast, can be "rippled" into existing units readily, particularly when those units are themselves small enough and flexible enough to adapt rapidly to change.

Library

A first class library is essential if education of high quality is to be provided. The large school, by combining the resources that normally would go into two or three school libraries, plus those available in a public library, could offer library services in much greater depth. Special book collections whose cost makes them too expensive in our present schools could be included in a school-community library with three or four times as many volumes as we currently carry in our school libraries. Public utilization of libraries is relatively low during the hours school is normally in session and higher from the mid-afternoon through the evening hours. An added bonus of this arrangement is the savings in construction costs which could be effected by pooling the resources of the district and the public library.

C. PHYSICAL FACILITIES

One of the most obvious advantages of the large school is that expensive, specialized facilities would be better utilized, thus effecting significant economies in capital expenditures. A couple of examples will illustrate the point. Present schools are equipped with modern physics laboratories, yet the enrollment in physics rarely justifies more than one class. Hence the costly classroom furniture and instructional equipment needed for this course are utilized only a fraction of the school day. The same may be said for instrumental music rooms, which are typically in use less than half of each school day. With a large enrollment base from which to draw, the large school, through prudent scheduling, would keep such facilities in use for their primary functions throughout the day.

Funds saved through better utilization of special facilities would be made available to purchase some of the newer types of instructional equipment now coming on the market. Information retrieval systems, video-tape machines, 8 millimeter film loop projectors, and computer-based instructional systems are illustrative of the new "educational hardware" that will become standard equipment in the better schools of the next decade.

Other facilities conceivable in a large complex could include a theater-concert hall, a science museum, and an art gallery. These would be distinct assets in the enrichment of the educational program and would elevate and enrich the cultural life of the community as a whole.

D. INSTRUCTIONAL AND ADMINISTRATIVE ORGANIZATION

Largeness of scale in an educational institution carries with it certain inherent dangers. The disturbing spectacle of student unrest in some of the nation's larger universities in recent years is familiar to all of us. There is increasing evidence that this phenomenon is now beginning to effect secondary schools. Alienation and disaffection are not the products of institutional size alone. Complex factors resulting from increasing urbanization; mass organization of society's institutions; social unrest related to issues of race, poverty and war; and the increased sophistication of the young as a result of their exposure to the mass media have all contributed to the sense of frustration and estrangement of youth. Without question, however, one of the strongest complaints of the young is their feeling of being a number rather than a person, of having their individuality go unrecognized in the midst of huge, centralized educational bureaucracies.

Every caution must be taken in developing the instructional and administrative organization of a large school to preserve and enhance the individual uniqueness of both students and staff members. It is our opinion that this can be done through some form of the "house plan." Students would be assigned to a sub-unit or house of 600 to 700 students. This would be their school home for four years. Each house would have its own faculty and administrative staff. Its student body would be cross-sectional as to grade levels, academic abilities and ethnic groups. Students would be known individually by the house teachers, counselors and administrators. During their first two years students would spend approximately two-thirds of each school day in their own houses. This would decrease to half-time or less during the final two years. The required course work in English, mathematics, social science and perhaps science would be offered in each house. As students mature intellectually and socially they would move out of their house units to take elective courses in the specialized facilities available to all students in the large school. Each student would have the same counselor for his four years, and many of the students would have the same teacher for two or more courses. Counselors with specialized backgrounds would serve as consultants to their colleagues and to students throughout the large school. Thus, the house plan would encourage a sense of closeness and rapport between students and their teachers and counselors which is often lacking in larger units.

Student government and many student activities would be centered in the houses, thus increasing participation in co-curricular activities. Clubs, intra-mural sports, social activities and perhaps even student publications could be organized in each house, depending upon the degree of student interest. Other activities such as inter-scholastic athletics and clubs appealing to a limited number of students could be organized on a school-wide basis.

Each house would have an administrator responsible for the total program in his house. He would supervise the work of counselors and teachers. His primary responsibility would be to maintain an atmosphere conducive to good discipline and morale. His would be the task of developing a learning climate characterized by high expectations, high achievement and strong feeling of mutual respect and support among students and staff members.

Through arrangements such as these it is felt that the educational advantage of the large school can be available to all students, yet the virtues of a small school--close personal relationships and a high level of participation in student affairs--can be realized as well. We can, in a sense, have the best of two worlds.

The administrative organization of such a school could be developed in a number of ways. One such model, for a school of 4,800, would include a principal, an associate principal for instruction and guidance, an associate principal for administrative services and student activities, and an assistant principal for each of eight houses enrolling 600 students. Another model, for a school of 4,900, would include a principal, an associate principal for instruction and guidance, an associate principal for administrative services and activities, an associate principal for community relations and special programs, and an assistant principal for each of seven houses enrolling 700 students. It is possible that either of these arrangements could permit some reduction in administrative personnel and costs over our present set-up. This is one example of how efficiency in the large school organization can be reflected in savings to the taxpayer without damage to the educational program.

E. THE STAFF

School organization is a means, not an end. Innovations in administrative and instructional organization can create the illusion of progress and utlimately become self-defeating unless the quality of learning is improved. Throughout the course of the Educational Park Study we have had considerable dialogue with parents and students. It has become clear to us through these contacts that interest in school organization occupies a place, in the minds of our "consumers," distinctly secondary to what we might term the qualitative relationship between students and teachers. Above all, students want teachers who are empathetic and understanding, who are consistent and fair in their dealings with students, and who are fully competent in their teaching fields. The district is blessed with many teachers who possess these qualities. In the development of a new school of the kind described here it is absolutely essential that staff selection procedures and in-service education programs be aimed at securing and developing this kind of teacher. In the house plan of organization, personal compatibility and the ability to work daily in a team situation would be essential.

A large school would permit the employment of teachers with a greater range of specialized skills in both vocational and academic fields. Vocational courses, Advanced Placement courses, and special programs for exceptional children will demand a level of competence above that typically required in a smaller school. Teacher expertise could be utilized more effectively since the skills of the specialists would be employed throughout most of the school day. Some of these teachers could be utilized as consultants in programs of in-service professional improvement throughout the district.

Counselors would be assigned to house units and would be assigned to a heterogeneous group of counselees. Each student would retain the same counselor for four years. Specialized skills of counselors, e.g. in academic or vocational counseling, would be made available to all students through group guidance programs.

In a district such as ours with a high proportion of Mexican-American students and a growing proportion of Negroes it is essential that members of these groups be recruited for all levels of the staff. This must be done if the program of the school is to improve the self-image and motivation of minority group students and if destructive racial and ethnic stereotypes are to be eliminated. Better intergroup relations will not take place automatically because of the presence of minority group teachers, but it will almost certainly not occur in their absence. The urgency of this matter is highlighted by the current revolution of rising expectations among the nation's minority people.

The staff should also include both lay and professional home-school liaison workers. Some of these people might very well be recruited from minority groups as part of a "New Careers" program. They would start as teacher aides and gradually be elevated to higher positions in the staff structure as they acquire additional skills. It is hoped that some of them would eventually enroll in college courses leading to a teaching credential. Their experiences in minority group cultures would be of great value in establishing close communication between home and school and in weaving the positive values of minority group history and culture into the fabric of the curriculum.

F. CONCLUSION

As we suggested at the outset, size and quality are not synonymous. We are of the firm opinion, however, that the large school can open up the possibility of improved quality in our secondary school program. Greater variety and richness in our offerings can be made available within a framework which preserves the identity and uniqueness of the individual. Economies effected through better utilization of facilities and through greater efficiency in organization can make available the latest in instructional materials and devices. Decentralized sub-units will encourage good student-staff relations and innovations in curriculum. Careful staff selection and well designed in-service education programs will help provide both specialization and openness to new ideas so essential for continuous modification of the program to meet the educational demands of the future.

Project LODESTAR has plowed significant new ground in the development of "Tomorrow's High School." Building on this foundation, the large school here described can enable us to provide the kind of educational program needed in the final quarter of this century--and beyond!

APPENDIX C

EVALUATIVE INSTRUMENTS

EVALUATIVE INSTRUMENTS

The original draft of the proposal indicated that two instruments would be developed to evaluate both the initial strategies described and those developed by the functioning committees. One of these instruments was to be an index of racial communication. This proved to be extremely difficult to develop, and the instruments finally used tend to be more indicators of directions to pursue rather than perfected measures. Current alienation studies were examined, the literature of psychological research was searched, and two extensive works studied very closely (The Open and Closed Mind, by Rokeach and The Authoritarian Personality, by Adomo, et. al.). Three simple instruments were finally constructed and implemented.

1. Survey of Ethnic Conversation Contacts:

   This simple instrument (see attached) was administered to two separate 12th grade social studies classes that met following the lunch period. For eight school days they filled out a survey form as soon as they entered class. They were to indicate the ethnic groups of students they had talked to during the lunch hour and what they talked about. The instrument was administered to the same classes eight weeks after they had switched teachers. The survey showed that in these classes in a multi-racial school all groups had contact with one another outside the classroom. The quality of this contact was not actually measurable in this instance. The most significant result was not expected. The changes experienced by each group indicate that teacher personality may have a significant effect on whether students become more open or closed toward members of other ethnic groups. Although there are many variables working on students over a two or three month period of time, the main variable in this case was a change in social studies teacher.

2. Personality Trait Survey:

   This survey (see attached) was administered to 91 senior students in their social studies classes. Students were asked which personality traits they associated with particular ethnic groups. They were then asked to indicate which traits would be the best combination to possess and which described them the best. The results were far from definitive but indicate that the self-image of Negroes is rather high, while that of the Mexican-American is very low compared to the other students. Also, the Mexican-American is viewed by each other group as the group most lacking in the traits deemed best to possess--honesty and intelligence. Related to an index of racial communication, this survey only indicates the need for more contact and communication between the ethnic groups through curricula and activities that build and demonstrate the many traits of each individual.

3. Civics Opinionnaire:

   This instrument (see attached), pre- and post-tested in the Spring of 1968 in conjunction with the Minority Models in Civics pilot, did not provide an index of racial communication, but did show significant growth in knowledge concerning the involvement of minority group members in local government. What effect this increase in knowledge has on communication was not measured by this instrument. Of particular importance are the possibilities this opinionnaire opens for further development. The instrument will be expanded for testing in the 1968-69 school year and will include items that aim at measuring degrees of communication between ethnic groups.

Student Number ____________________

Ethnic Group N M-A O C
(circle one)

SURVEY OF ETHNIC CONVERSATION CONTACTS

One aspect of the Educational Park Study deals with communications between various ethnic groups. Although there are many ethnic groups represented in any school or community, for the purposes of this study we have chosen to select four broad groups only. These are Negro, Mexican-American, Oriental and Caucasian. Please circle the letter standing for the broad group you consider yourself a member of.

You are asked to help our study by answering the statement below to the best of your ability. Think of the people you talked to during the last lunch hour only. Then, below, check the ethnic group that the person or persons belonged to, and briefly what you talked about. You may have talked to members of one group only or to members of all groups. Whatever the case, indicate which you talked to and what about. Remember, only consider those people you talked to during the last lunch period.

TODAY AT LUNCH I TALKED TO:		WHAT WE TALKED ABOUT:
A. Negro(es)	☐	____________________
B. Mexican-American(s)	☐	____________________
C. Oriental(s)	☐	____________________
D. Caucasian(s)	☐	____________________

ETHNIC CONVERSATION CONTACTS 1967-1968 SCHOOL YEAR

TEACHER: Lawson (Fall) Number of respondents over period of 8 days - 127
Mullins (Spring) Number of respondents over period of 8 days - 70

GROUP I

	Negro		Mexican-American		Oriental		Caucasian	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Number of Each Ethnic Group	14	2	59	41	16	4	38	23
Percent of Total	11%	3%	46%	58%	12%	5.7%	30%	43%

NUMBER OF CONTACTS WITH VARIOUS GROUPS

	Negro		Mexican-American		Oriental		Caucasian	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Negro	14	2	5	0	1	0	3	2
Mexican-American	30	13	53	38	19	1	34	12
Oriental	6	2	12	3	7	3	15	2
Caucasian	12	8	23	18	13	9	33	17

ETHNIC CONVERSATION CONTACTS 1967-1968 SCHOOL YEAR

TEACHER: Mullins (Fall) Number of respondents over period of 8 days - 137
Lawson (Spring) Number of respondents over period of 8 days - 111

GROUP II

	Negro		Mexican-American		Oriental		Caucasian	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
NUMBER OF EACH ETHNIC GROUP	13	15	77	48	6	6	41	32
PERCENT OF TOTAL	9.5%	15%	56%	48%	4.4%	6%	30%	32%

NUMBER OF CONTACTS WITH VARIOUS GROUPS

	Negro		Mexican-American		Oriental		Caucasian	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
NEGRO	8	12	8	5	3	4	5	5
MEXICAN-AMERICAN	4	16	68	43	9	15	5	22
ORIENTAL	3	3	5	6	6	5	2	1
CAUCASION	3	13	21	26	9	11	34	24

Student Number ________________

Ethnic Group N M-A O C
(circle one)

DIRECTIONS: The following traits are listed alphabetically. Look over the list carefully and in the box on the right check any trait you usually associate with one or more of the groups listed.

TRAIT	GROUP			
	Anglo Caucasian	Mexican American	Negro	Oriental
Aggressive				
Artistic				
Clannish (stick to their own group)				
Cold				
Conventional				
Emotional				
Energetic				
Happy-go-lucky				
Honest				
Ignorant				
Impulsive				
Intelligent				
Lazy				
Law-abiding				
Materialistic				
Passionate				
Patient				
Practical				
Pugnacious (likes to quarrel)				
Pushy				
Quick-tempered				
Selfish				
Shrewd				
Sneaky				
Sportsmanlike				
Superstitious				
Thrifty				
Untrustworthy				
Witty				

If you could choose, which three traits do you think would be the best combination for a person to possess?

1.________________ 2.________________ 3.________________

Which of the above traits do you feel describe you the best?

1.________________ 2.________________ 3.________________

TABULATION OF PERSONALITY TRAIT SURVEY

TOTAL RESPONDENTS: 91 W. C. Overfelt Seniors

	Negro	Mexican-American	Oriental	Caucasian
NUMBER RESPONDENTS EACH GROUP	11	45	6	29
% OF TOTAL	12%	49%	6%	32%
% OF GROUP IN TOTAL SCHOOL POPULATION	9%	49%	1%	39%

All groups indicate the best traits to possess are honesty and intelligence. The following indicates their placing of these traits with themselves and other groups:

VIEW OF THE NEGRO - No. 11

	Negro	Mexican-American	Oriental	Caucasian
HONESTY	5	2	4	3
INTELLIGENCE	7	3	5	5

VIEW OF THE MEXICAN-AMERICAN - No. 45

	Negro	Mexican-American	Oriental	Caucasian
HONESTY	12	16	18	17
INTELLIGENCE	19	22	25	32

VIEW OF THE ORIENTAL - No. 6

	Negro	Mexican-American	Oriental	Caucasian
HONESTY	2	1	4	2
INTELLIGENCE	2	2	4	5

VIEW OF THE CAUCASIAN - No. 28

	Negro	Mexican-American	Oriental	Caucasian
HONESTY	9	6	14	15
INTELLIGENCE	11	9	16	22

MOST FREQUENTLY SELECTED BEST TRAITS BY EACH GROUP

	AGGRESSIVE	ARTISTIC	ENERGETIC	HAPPY-GO-LUCKY	HONEST	INTELLIGENT	LAW ABIDING	PATIENT	PRACTICAL	SPORTSMAN-LIKE	WITTY
NEGRO (11)	3	1	1	1	7	9	2	1	2	0	3
MEXICAN-AMERICAN (45)	6	5	9	11	22	30	5	9	6	2	3
ORIENTAL (6)	0	1	1	0	4	3	1	1	2	2	1
CAUCASIAN (29)	6	4	5	9	20	19	2	6	7	2	1

AVERAGE NUMBER OF NEGATIVE POINTS MENTIONED AS ASSOCIATED WITH EACH GROUP

	NEGRO	MEXICAN-AMERICAN	ORIENTAL	CAUCASIAN
NEGRO VIEW	4.2	4.7	2.4	5.7
MEXICAN-AMERICAN VIEW	4.0	3.3	1.8	3.3
ORIENTAL VIEW	4.6	5.6	2.1	4.0
CAUCASIAN VIEW	3.4	4.4	1.3	2.5

NOTE:
Negative traits were considered as the following:

Clannish, Cold, Ignorant, Lazy, Pugnacious, Pushy, Quick-tempered, Selfish, Sneaky, Untrustworthy

BREAKDOWN OF NEGATIVE RESPONSES BY GROUPS

NEGRO VIEW (11)

	CLANNISH	COLD	IGNORANT	LAZY	PUGNACIOUS	PUSHY	QUICK-TEMPERED	SELFISH	SNEAKY	UNTRUST-WORTHY
NEGRO	9	5	3	6	7	2	10	2	1	2
MEXICAN-AMERICAN	6	3	7	8	7	5	4	2	4	6
ORIENTAL	3	3	3	4	4	1	2	2	1	3
CAUCASIAN	5	7	8	6	8	4	3	9	7	6

MEXICAN-AMERICAN VIEW (45)

NEGRO	23	10	14	21	27	28	23	6	9	14
MEXICAN-AMERICAN	18	7	16	24	21	11	26	12	13	11
ORIENTAL	15	23	8	11	19	15	10	23	13	9
CAUCASIAN	10	11	9	6	7	7	3	8	12	8

ORIENTAL VIEW (6)

NEGRO	5	0	1	5	4	2	4	3	3	1
MEXICAN-AMERICAN	3	1	3	5	5	3	4	3	4	2
ORIENTAL	1	0	1	1	1	0	2	4	2	0
CAUCASIAN	3	3	3	2	1	2	1	5	2	2

CAUCASIAN VIEW (29)

NEGRO	17	3	4	8	17	13	14	6	7	7
MEXICAN-AMERICAN	19	6	13	13	16	15	21	2	11	9
ORIENTAL	5	3	2	3	4	2	1	3	9	4
CAUCASIAN	8	6	3	4	11	8	8	10	8	5

Ethnic Group: N M-A O-W O

Class Period:______________

CIVICS OPINIONNAIRE

In the following there are no right or wrong answers. You will read a statement, then be asked to indicate your opinion or feeling about it. It is important that you express your opinion as honestly as possible, because we plan to use this opinionnaire to help evaluate some of the things that will be done with this class.

Read each statement carefully, then decide whether you STRONGLY agree, GENERALLY agree, agree a LITTLE, disagree a LITTLE, GENERALLY disagree, or STRONGLY disagree with the statement.

	AGREE			DISAGREE		
	STRONGLY	GENERALLY	A LITTLE	A LITTLE	GENERALLY	STRONGLY
1. Minority group members are actively involved in local government.						
2. Members of local government and citizen groups are not much interested in working with high school students.						
3. If you were interested in getting involved in civic activity, you would not know how to get involved or who to contact.						
4. A college education is necessary before one can get involved in civic activity.						
5. Minority group members have little opportunity to have their voice heard in this community.						
6. A good education is important if one wishes to succeed financially.						
7. Really, there is little one can do to change things in this community.						
8. A person must be 21 before he can get involved in political activity.						
9. The future offers many opportunities for minority group members to become involved in or employed by local, state, or federal government.						
10. Minority group leaders usually identity more with those in power (the establishment) than with the minority they represent.						

RESULTS OF CIVICS OPINIONNAIRE

Administered March 14, 1968, to Mr. Lawson's 2nd and 3rd period classes. All students did not fill out ethnic group box. Administered again on June 10 and 11, 1968. All but two students filled out ethnic group box.

TABULATION OF ALL STUDENTS RESPONSES

ITEM	AGREE		DISAGREE	
	March 1968	June 1968	March 1968	June 1968
1	36	50	24	10
2	23	23	36	36
3	42	32	18	27
4	21	19	38	40
5	29	26	29	32
6	51	52	9	7
7	11	13	45	46
8	21	23	37	15
9	33	46	26	13
10	26	30	32	29

TABULATION OF STUDENTS RESPONSES BY ETHNIC GROUP

	NEGRO				MEXICAN-AMERICAN				OTHER-WHITE				ORIENTAL			
	AGREE		DISAGREE		AGREE		DISAGREE		AGREE		DISAGREE		AGREE		DISAGREE	
ITEM	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968
1	0	3	3	1	9	20	6	6	12	22	9	3	1	2	0	0
2	1	3	2	1	7	11	8	15	10	7	10	17	0	1	1	1
3	2	3	1	1	9	15	6	12	18	12	3	12	1	2	0	0
4	0	4	3	0	5	10	10	16	7	4	13	20	1	0	0	2
5	2	3	1	1	10	13	5	12	10	9	10	15	0	0	1	2
6	2	4	1	0	15	24	0	2	16	19	5	5	1	2	0	0
7	0	1	3	3	4	6	11	20	3	6	15	18	0	0	1	2
8	1	2	2	1	6	10	9	16	6	6	13	19	0	0	1	2
9	0	3	3	1	7	19	8	7	12	19	8	5	1	2	0	0
10	2	2	1	2	7	13	8	13	6	13	13	11	1	0	0	2

TOTAL NUMBERS OF EACH GROUP: MARCH, 1968 All - 60 N - 3 M-A - 15 O-W - 21 O - 1

JUNE, 1968 All - 60 N - 4 M-A - 27 O-W - 25 O - 2

TABULATION OF STRONGLY AGREE AND STRONGLY DISAGREE RESPONSES

	ALL				NEGRO				MEXICAN-AMERICAN				OTHER-WHITE				ORIENTAL			
	AGREE		DISAGREE		AGREE		DISAGREE		AGREE		DISAGREE		AGREE		DISAGREE		AGREE		DISAGREE	
ITEM	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968
1	0	4	6	4	0	0	2	1	0	2	2	2	0	2	2	1	0	0	0	0
2	3	6	7	2	0	0	0	0	1	3	0	0	1	2	3	1	0	0	1	1
3	16	11	4	8	0	1	1	1	2	4	2	4	9	4	1	3	1	1	0	0
4	7	4	15	26	0	2	2	0	0	2	4	10	3	0	6	14	0	0	0	1
5	6	5	11	17	1	1	1	0	2	2	1	5	2	2	4	10	0	0	1	1
6	34	33	2	2	2	3	0	0	9	14	0	0	12	12	1	2	1	2	0	0
7	2	3	22	28	0	1	0	0	1	2	6	12	0	0	8	13	0	0	1	2
8	9	6	19	1	0	1	1	0	3	4	6	8	2	1	6	12	0	0	0	1
9	5	17	7	1	0	0	2	0	1	7	3	1	2	8	2	0	0	2	0	0
10	6	3	6	8	1	0	0	0	0	2	1	4	2	1	4	2	1	0	0	2

TABULATION OF GENERALLY AND STRONGLY AGREE AND GENERALLY AND STRONGLY DISAGREE RESPONSES

	ALL				NEGRO				MEXICAN-AMERICAN				OTHER-WHITE				ORIENTAL			
	AGREE		DISAGREE		AGREE		DISAGREE		AGREE		DISAGREE		AGREE		DISAGREE		AGREE		DISAGREE	
ITEM	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968	March 1968	June 1968
1	19	28	13	8	0	1	2	1	4	10	3	5	6	14	5	2	0	2	0	0
2	13	13	25	19	0	2	1	0	5	7	5	9	5	3	10	8	0	0	1	1
3	29	26	14	20	0	1	1	1	8	11	6	11	14	12	2	8	1	1	0	0
4	15	15	27	34	0	2	2	0	3	8	7	14	5	4	10	18	1	0	0	1
5	18	12	18	27	1	1	1	0	7	7	3	9	6	4	7	15	0	0	1	2
6	50	51	6	5	2	4	0	0	15	24	0	2	15	18	3	3	1	2	0	0
7	7	8	36	40	0	1	2	1	3	5	8	18	1	2	13	16	0	0	1	2
8	17	13	27	7	0	1	2	0	4	7	7	12	5	3	10	17	0	0	0	1
9	19	34	19	6	0	1	2	1	3	15	7	4	8	14	5	1	1	2	0	0
10	17	19	17	15	1	2	1	0	4	8	4	8	5	8	9	4	1	0	0	2

EVALUATIVE INSTRUMENTS (continued)

The other instrument mentioned in the original proposal for development was a measure of aspiration level. Research literature was examined and a simple instrument developed. One of the instruments already mentioned provided some information related to aspiration level and a carefully constructed and tested instrument was discovered which should be quite adequate once it is modified and brought up to date.

1. Vocational Goal Survey:

Basically, this survey (see attached) asked students to state their vocational goal, the obstacles to be overcome in reaching it, and to mention the vocation of their father and/or mother. This instrument was administered to six sophomore (10th grade) and five senior (12th grade) classes in February, 1968. Each grade level was separated according to the English grouping assigned them in their sophomore year; the occupations were keyed to the Dictionary of Occupational Titles, and compared. The idea was to determine aspiration level change between the 10th and 12th grades. In June, 1968, the six sophomore classes were again surveyed, three of the classes having undergone an experimental program, and three classes acting as a control group.

Comparing the sophomore and senior classes, the seniors appeared to have a higher aspiration level, although this might be expected due to some dropping out by the senior year. As might be expected, there were many more sophomores undecided about their vocations than seniors. Among the sophomores, the vast majority were concerned about educational problems as being the main obstacle to overcome to achieve their goals. Although educational obstacles were still paramount on the senior level, there was a significant shift to concern for financial obstacles, particularly among the average and lower ability English students.

Between the sophomore experimental group which received special vocational exploration emphasis in their English classes plus a field trip to an industry of their choice and the control group which received none of this, there were some small differences. There appeared to be fewer undecided students in the experimental group. Differences in aspiration level were hard to determine. Evidently, this instrument was not sophisticated enough to measure real differences, if any.

2. Civics Opinionnaire:

This instrument was mentioned before, but changes on some of the items indicate that bringing successful minority models to the school may affect aspiration level. There was a significant growth in the opinion that the future offers many opportunities for minority group members to become involved in or employed by local, state, or federal government.

3. Occupational Aspiration Scale:

This scale was developed by Archie O. Haller in 1957 for the U. S. Office of Education. It appears to be the best available measure of occupational aspiration and has been extensively tested. It has not been used in this study as yet because it came to light just recently and a request is being made for permission to modify and use the scale.

Name ______________________

VOCATIONAL GOAL SURVEY

What kind of work, job, or occupation do you desire when you finish your schooling?

____

Do you feel that you will reach this goal? Yes No (Circle One)

What obstacles stand in your way or must you overcome in order to reach your goal?

____

If you do not expect to reach the goal you desire, what type of work do you really expect to do when you finish school?

____

Do you expect to like the work you will do? Yes No (Circle one)

What kind of work does your father do? ______________________

Mother? ______________________

Your age:_____ years_____ months Year in school 9 10 11 12 (circle one)

VOCATIONAL GOALS SURVEY

DICTIONARY OF
OCCUPATIONAL
TITLES CATEGORY

TENTH GRADE STUDENTS
ENGLISH CLASSES

STUDENTS	A No. 46	B No. 51	C No. 41
0-1 Professional, Technical, Managerial	31 - 67.4%	19 - 37.2%	11 - 26.8%
2 Clerical & Sales	4 - 8.7%	3 - 5.8%	5 - 12.2%
3 Service	5 - 10.8%	6 - 11.7%	7 - 17.1%
4 Farm, Fish, Forestry	1 - 2.1%	0	0
5 Processing	0	0	0
6 Machine Trades	0	4 - 7.8%	7 - 17.1%
7 Bench Work	0	2 - 3.9%	1 - 2.4%
8 Structural Work	0	1 - 1.9%	2 - 4.8%
9 Miscellaneous	1 - 2.1%	0	2 - 4.8%
UNDECIDED	3 - 6.5%	16 - 31.4%	6 - 14.5%

DICTIONARY OF
OCCUPATIONAL
TITLES CATEGORY

PARENTS	A	B	C
0-1 Professional, Technical, Managerial	8 - 17.4%	8 - 15.7%	5 - 12.2%
2 Clerical and Sales	4 - 8.7%	6 - 11.7%	2 - 4.8%
3 Service	3 - 6.5%	6 - 11.7%	3 - 7.3%
4 Farm, Fish, Forestry	0	0	1 - 2.4%
5 Processing	0	2 - 3.9%	2 - 4.8%
6 Machine Trades	10 - 21.7%	1 - 1.9%	2 - 4.8%
7 Bench Work	2 - 4.3%	2 - 3.9%	3 - 7.3%
8 Structural Work	12 - 26.1%	12 - 23.5%	11 - 26.8%
9 Miscellaneous	6 - 13.0%	8 - 15.7%	8 - 19.5%
UNEMPLOYED	1 - 2.1%	6 - 11.7%	4 - 9.7%

PROBLEMS:	A 42	B 28	C 24
Finance	16 - 36.0%	3 - 10.7%	1 - 4.1%
Education	18 - 42.8%	21 - 75.0%	21 - 87.5%
Other	8 - 19.0%	4 - 14.3%	2 - 8.4%

VOCATIONAL GOALS SURVEY

DICTIONARY OF
OCCUPATIONAL
TITLES CATEGORY

TWELFTH GRADE STUDENTS ENGLISH
CLASSES TAKEN AT 10TH GRADE

STUDENTS		A No. 14	B No. 43	C No. 36
0-1	Professional, Technical, Managerial	10 - 71.4%	18 - 41.9%	12 - 33.3%
2	Clerical and Sales	4 - 28.5%	10 - 23.2%	7 - 19.4%
3	Service	0	6 - 13.9%	4 - 11.1%
4	Farm, Fish, Forestry	0	1 - 2.3%	0
5	Processing	0	1 - 2.3%	2 - 5.5%
6	Machine Trades	0	1 - 2.3%	1 - 2.8%
7	Bench Work	0	0	1 - 2.8%
8	Structural Work	0	1 - 2.3%	4 - 11.1%
9	Miscellaneous	0	0	1 - 2.8%
	UNDECIDED	0	5 - 11.6%	4 - 11.1%

DICTIONARY OF
OCCUPATIONAL
TITLES CATEGORY

PARENTS		A	B	C
0-1	Professional, Technical, Managerial	2 - 14.3%	2 - 4.7%	1 - 2.8%
2	Clerical and Sales	0	2 - 4.7%	1 - 2.8%
3	Service	3 - 21.4%	7 - 16.3%	3 - 8.3%
4	Farm, Fish, Forestry	0	1 - 2.3%	2 - 5.5%
5	Processing	1 - 7.1%	12 - 28.0%	4 - 11.1%
6	Machine Trades	2 - 14.3%	2 - 4.7%	5 - 13.8%
7	Bench Work	0	3 - 6.9%	1 - 2.8%
8	Structural Work	3 - 21.4%	8 - 18.5%	11 - 30.5%
9	Miscellaneous	3 - 21.4%	1 - 2.3%	3 - 8.3%
	UNEMPLOYED	0	5 - 11.6%	5 - 13.8%

PROBLEMS:	A 13	B 33	C 26
Finance	3 - 23.0%	13 - 39.1%	3 - 11.5%
Education	7 - 54.0%	13 - 39.1%	15 - 57.6%
Other	3 - 23.0%	7 - 21.8%	8 - 30.9%

VOCATIONAL GOALS SURVEY

TENTH GRADE ENGLISH CLASSES

A

DICTIONARY OF OCCUPATIONAL TITLES CATEGORY STUDENTS	PRE TEST No. 46	POST TEST EXPERIMENTAL No. 23	 CONTROL No. 27
0-1 Professional, Technical, Managerial	31 - 67.4%	16 - 70.0%	15 - 55.0%
2 Clerical and Sales	4 - 8.7%	4 - 17.0%	8 - 30.0%
3 Service	5 - 10.8%	1 - 4.0%	1 - 3.0%
4 Farm, Fish, Forestry	1 - 2.1%	0	1 - 3.0%
5 Processing	0	0	0
6 Machine Trades	0	1 - 4.0%	0
7 Bench Work	0	1 - 4.0%	0
8 Structural Work	0	0	0
9 Miscellaneous	1 - 2.1%	0	1 - 3.0%
UNDECIDED	3 - 6.5%	2 - 8.0%	1 - 3.0%

DICTIONARY OF OCCUPATIONAL TITLES CATEGORY PARENTS	PRE TEST	POST TEST EXPERIMENTAL	 CONTROL
0-1 Professional, Technical, Managerial	8 - 17.4%	6 - 26.0%	3 - 11.0%
2 Clerical and Sales	4 - 8.7%	2 - 8.0%	2 - 7.0%
3 Service	3 - 6.5%	2 - 8.0%	1 - 3.0%
4 Farm, Fish, Forestry	0	0	0
5 Processing	0	0	0
6 Machine Trades	10 - 21.7%	4 - 17.0%	5 - 18.0%
7 Bench Work	2 - 4.3%	0	1 - 3.0%
8 Structural Work	12 - 26.1%	5 - 21.0%	8 - 30.0%
9 Miscellaneous	6 - 13.0%	2 - 8.0%	6 - 22.0%
UNEMPLOYED	1 - 2.1%	0	1 - 3.0%

PROBLEMS:			
Finance	16 - 36.0%	8 - 35.0%	6 - 22.0%
Education	18 - 42.8%	10 - 43.0%	11 - 41.0%
Other	8 - 19.0%	2 - 8.0%	3 - 11.0%

VOCATIONAL GOALS SURVEY

TENTH GRADE ENGLISH CLASSES

B

DICTIONARY OF OCCUPATIONAL TITLES CATEGORY STUDENTS		PRE TEST No. 51	POST TEST EXPERIMENTAL No. 26	 CONTROL No. 21
0-1	Professional, Technical, Managerial	19 - 37.2%	9 - 34.0%	8 - 38.0%
2	Clerical and Sales	3 - 5.8%	3 - 11.0%	3 - 14.0%
3	Service	6 - 11.7%	5 - 19.0%	0
4	Farm, Fish, Forestry	0	0	1 - 5.0%
5	Processing	0	0	0
6	Machine Trades	4 - 7.8%	2 - 7.0%	2 - 9.0%
7	Bench Work	2 - 3.9%	2 - 7.0%	1 - 5.0%
8	Structural Work	1 - 1.9%	1 - 4.0%	0
9	Miscellaneous	0	1 - 4.0%	1 - 5.0%
	UNDECIDED	16 - 31.4%	3 - 11.0%	5 - 24.0%

DICTIONARY OF OCCUPATIONAL TITLES CATEGORY PARENTS		PRE TEST	POST TEST EXPERIMENTAL	 CONTROL
0-1	Professional, Technical, Managerial	8 - 15.7%	4 - 15.0%	2 - 9.0%
2	Clerical and Sales	6 - 11.7%	3 - 11.0%	1 - 5.0%
3	Service	6 - 11.7%	2 - 7.0%	4 - 19.0%
4	Farm, Fish, Forestry	0	0	0
5	Processing	2 - 3.9%	0	1 - 5.0%
6	Machine Trades	1 - 1.9%	1 - 4.0%	0
7	Bench Work	2 - 3.9%	1 - 4.0%	1 - 5.0%
8	Structural Work	12 - 23.5%	8 - 30.0%	5 - 24.0%
9	Miscellaneous	8 - 15.7%	4 - 15.0%	3 - 14.0%
	UNEMPLOYED	6 - 11.7%	3 - 11.0%	2 - 9.0%

PROBLEMS:			
Finance	3 - 10.7%	4 - 15.0%	1 - 5.0%
Education	21 - 75.0%	12 - 46.0%	9 - 43.0%
Other	4 - 14.3%	3 - 11.0%	1 - 5.0%

VOCATIONAL GOALS SURVEY

TENTH GRADE ENGLISH CLASSES

C

DICTIONARY OF OCCUPATIONAL TITLES CATEGORY	PRE TEST	POST TEST	
STUDENTS	No. 41	EXPERIMENTAL No. 10	CONTROL No. 24
0-1 Professional, Technical, Managerial	11 - 26.8%	2 - 20.0%	6 - 25.0%
2 Clerical and Sales	5 - 12.2%	2 - 20.0%	2 - 8.0%
3 Service	7 - 17.1%	3 - 30.0%	4 - 16.0%
4 Farm, Fish, Forestry	0	0	0
5 Processing	0	0	0
6 Machine Trades	7 - 17.1%	2 - 20.0%	4 - 16.0%
7 Bench Work	1 - 2.4%	0	0
8 Structural Work	2 - 4.8%	1 - 10.0%	2 - 8.0%
9 Miscellaneous	2 - 4.8%	0	1 - 4.0%
UNDECIDED	6 - 14.5%	0	5 - 20.0%

DICTIONARY OF OCCUPATIONAL TITLES CATEGORY		POST TEST	
PARENTS	PRE TEST	EXPERIMENTAL	CONTROL
0-1 Professional, Technical, Managerial	5 - 12.2%	0	0
2 Clerical and Sales	2 - 4.8%	0	0
3 Service	3 - 7.3%	0	0
4 Farm, Fish, Forestry	1 - 2.4%	0	0
5 Processing	2 - 4.8%	0	1 - 4.0%
6 Machine Trades	2 - 4.8%	0	1 - 4.0%
7 Bench Work	3 - 7.3%	2 - 20.0%	3 - 12.0%
8 Structural Work	11 - 26.8%	4 - 40.0%	6 - 25.0%
9 Miscellaneous	8 - 19.5%	2 - 20.0%	8 - 33.0%
UNEMPLOYED	4 - 9.7%	2 - 20.0%	5 - 20.0%

PROBLEMS:			
Finance	1 - 4.1%	1 - 10.0%	0
Education	21 - 87.5%	3 - 30.0%	6 - 25.0%
Other	2 - 8.4%	2 - 20.0%	3 - 12.5%

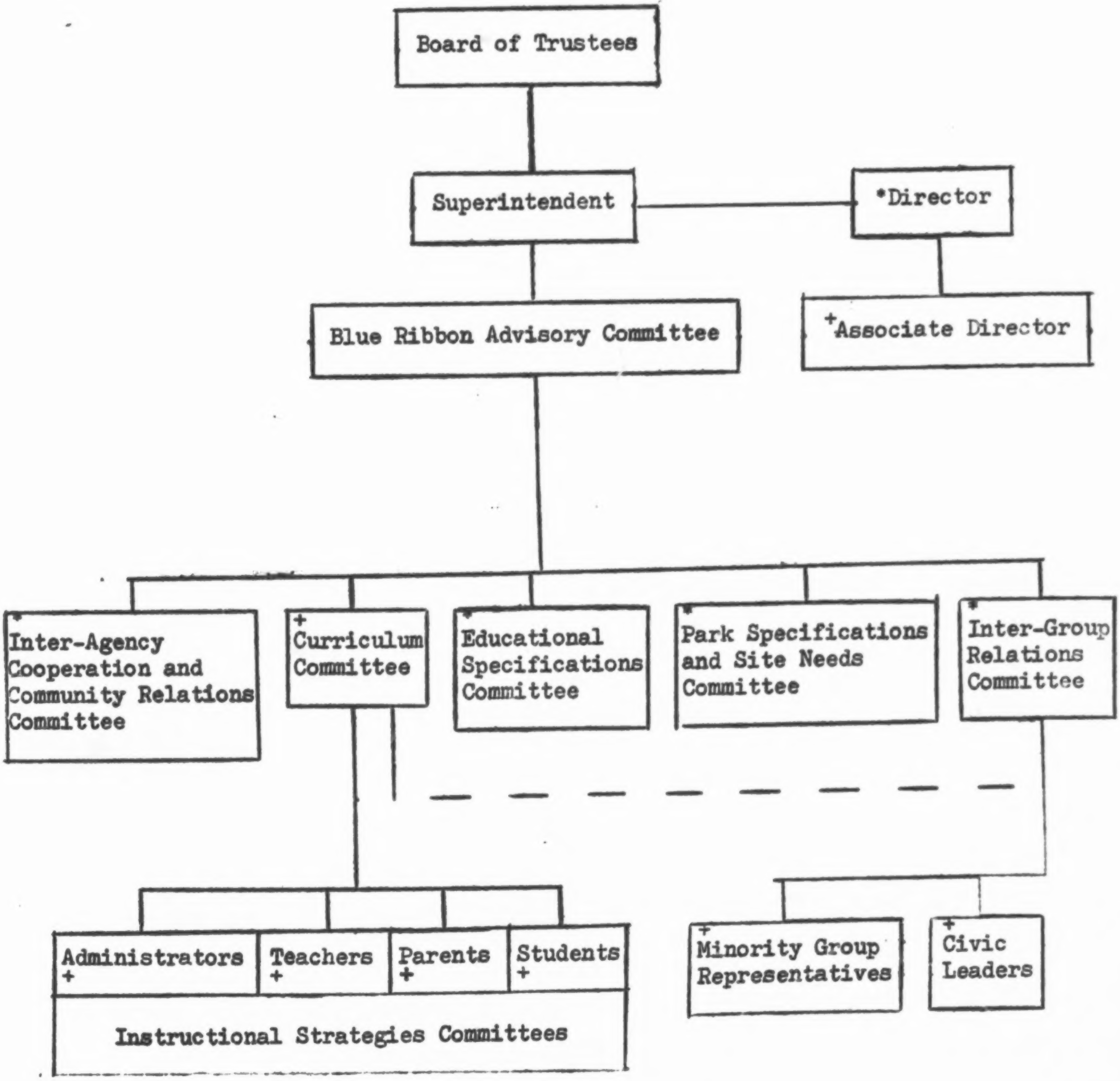
APPENDIX D

ACTION FRAMEWORK

East Side Union High School District

EDUCATIONAL PARK STUDY

Action Framework


Board of Trustees
Superintendent
*Director
Blue Ribbon Advisory Committee
+Associate Director
*Inter-Agency Cooperation and Community Relations Committee
+Curriculum Committee
*Educational Specifications Committee
*Park Specifications and Site Needs Committee
*Inter-Group Relations Committee
Administrators +
Teachers +
Parents +
Students +
Instructional Strategies Committees
+Minority Group Representatives
+Civic Leaders

* The Director will provide staff assistance for these committees.

+ The Associate Director will provide staff assistance for these committees.

APPENDIX E

REPORT OF THE BLUE RIBBON ADVISORY COMMITTEE

EAST SAN JOSE EDUCATIONAL PARK STUDY

REPORT OF THE BLUE RIBBON ADVISORY COMMITTEE

April 26, 1968

Introduction

The East Side Union High School District is a large district comprising an area of 180 square miles. It serves the entire east side of San Jose and environs, a population composition ranging from the very highest economic strata to the lowest poverty level. In the fall of 1967 it enrolled 11,229 students in seven high schools. Its student racial-ethnic proportions at that time were as follows: Caucasian, 63%; Mexican-American, 30%, Negro, 4.3%; Oriental, 2%; American Indian, 0.2%; other, 0.7%.

Much open space remains in the district and it is a certainty that with advancing population the number of students enrolled will continue to increase. Projections by professional demographers indicate that the enrollment will triple by 1985. Additionally, "student density" per household in the central portion of the district increased almost 50 per cent in six years--from one high school age student per six households in 1960 to one per four households in 1966. It is likely that existing pockets of poverty and/or minority group concentrations will inevitably result in some schools made up exclusively of students from such poverty and/or minority group concentrations and other schools made up exclusively of students from high income neighborhoods. This is the tragic situation many cities in the United States face today--ethnic or racial school segregation which almost inevitably results in inadequate education.[1] The Report of the National Advisory Commission on Civil Disorders clearly states the urgent need for solving the problems of minority groups. Its section on Education in the chapter, "Recommendations for National Action," cites the roles school districts can play in providing remedies. It is not surprising to find the educational solutions advised by the Commission, including educational parks, to be similar in many aspects to those contained in this report.[2]

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[1] Equality of Educational Opportunity, U. S. Department of Health, Education, and Welfare, 1966.

[2] Report of the National Advisory Commission on Civil Disorders, Bantam Books, 1968.

It is with this background that the East Side Union High School District applied for and received a Federal grant for the planning of a solution to this dilemma. The planning grant (abstracted in Appendix A) was to study the concept of an educational park as a possible solution. (Full copies of the proposal are available at the Educational Park Study office.) The committee structure and functions for this study are outlined in the "Action Framework" (Appendix B).

The educational park under study would include a large secondary educational complex, perhaps the equivalent of three present high schools in one. Its basic objective would be quality education, which we all so clearly wish for our children. Its curriculum would be innovative to improve communication among ethnic and racial groups while compensating for educational and cultural disadvantage. The Park would also include educational, cultural, recreational, and social services facilities for the community. It would hopefully become a focal point for educational and cultural activities for the entire Eastside.

Some 160 interested citizens, agency representatives, local and state government officials, educators and students have for the past fifteen months been addressing themselves to this project. Innumerable committee and subcommittee man-hours have been spent in the areas of attempting to define and clarify the problem and its possible solutions. The questions to be answered were: (1) is the educational park feasible? (2) what curriculum strategies and piloted programs would best insure success? (3) what would the concept and shape of the educational facility be and where would it best to located? (4) would firm inter-agency agreements be forthcoming?

Through the work of the Curriculum Committee, the Inter-Agency Cooperation and Community Relations Committee, the Inter-Group Relations Committee, the Park Specifications and Site Needs Committee and by means of its own deliberations, the Blue Ribbon Advisory Committee concludes that:

1. The educational park is feasible.
2. Curriculum innovations can be included to meet the objectives.
3. A structural size, shape and possible site of the facility can be arrived at.
4. Firm agency support and participation can be expected.

Is the Educational Park Feasible?

The question of feasibility must be viewed from several aspects. First, the populace and those groups that represent its various interests must support it. It is our impression that such would be the case. Much enthusiasm for the concept has been in evidence during the deliberations of the various committees participating in the study. The response of community groups who have had an opportunity to hear about the concept has been generally quite positive. While formal endorsement by such groups has not been sought prior to approval of the concept by the Board of Trustees, it is our opinion that such endorsements could be obtained from a wide range of community organizations. We believe a vigorous campaign to educate the populace to the problems and their possible solution through a park concept would gain wide backing in the district.

Second, this committee has ample evidence by direct testimony from the district administrators that the educators believe that the park approach is a logical step in offering quality education to all. Thus those most directly involved in its successful implementation support the building of an educational park (see Appendix C).

Third, we believe it is financially feasible with the full support of the district's citizens. At present, few federal funds are available for site acquisition or school construction. The monies expended in building three separate secondary schools, anticipated by enrollment projections, could be pooled to build the educational facility. Though certain economies realized by more efficient utilization of features such as gyms, athletic fields, auditorium, library and food service facilities might lessen the per pupil cost, we do not suggest this as a major reason for construction of an educational park. On the contrary, this committee feels that the wisest investment an East Side Union High School District citizen can make to aid in solving the obvious pressing social problems would be to give such a facility its needed financial backing. Rough statistics to show supporting tax base and possible costs are shown in Appendices D and E.

Fourth, we have the opinion of the County Counsel (Appendix F) that a high school district can lease property for a building or space in a pre-existing building to any governmental or community non-profit agency which may become involved in the educational park. Other groups seeking to associate themselves with the complex would probably have to be located on private lands on the periphery of the district owned property.

Thus the committee feels the park is feasible, and that it will receive the support of the populace and educators, can be effected financially and has a legal basis for its multi-agency aspect.

What Should Curriculum Policy Be?

It is self-evident that education could help solve the staggering problems facing our society. Education must be bold and aggressive in coming to grips with these problems. The educational park must have a curriculum geared to raise aspiration levels and develop occupational skills that foster maximum personal growth. To achieve this the curriculum must improve adult-youth communication, more vigorously address itself to Mexican-American and Negro problems, and community apathy.

All youth can and must be educated to provide a matrix for healthy, continuing participation in our society. Encouraging students to learn how to learn may indeed be the educator's primary responsibility. The nature of the park's facilities must nourish the individual student's growth and the development of his talents, intellectual, social and vocational; it must be sufficiently flexible to provide a dynamic program that will make all youth eager to continue education. The school day should be very flexible to achieve maximum utilization of park facilities year around. Students may be in school four, six or eight hours a day; may be in work experience and regular classes; may attend only in the evenings. Career training for the local job market must be carried out.

Smaller and/or larger classes are essential as content requires to encourage free and open discussions about things of concern to students. A pervading atmosphere of honesty and sincerity must be fostered throughout the educational system. Teachers sensitive to their fellow human beings are essential.

Bilingual teachers and teachers intimately conversant with Mexican-American and Negro culture must be sought. Groups that develop a positive image for Mexican-American and Negro students must be supported in their attempts to provide identity for and improve aspiration levels of those students. Materials and identification models from Mexican-American and Negro history and culture must become an integral part of the curriculum. Qualified Mexican-American and Negro members must be employed in teaching and administrative positions. Liaison workers must be utilized to maintain a close relationship between teacher, home, and students. (See Appendices G, H, and I)

The guidance program must be developed on an extensively broadened base. It should not be limited to course and career guidance but should have facilities and personnel for emotional and mental health guidance when such is appropriate. Informative programs in such subjects as drug abuse must be amplified. An expanded guidance center should facilitate the transition from secondary school to the world of work and/or continuing education. The park staff could serve in a variety of ways to secure and maintain a list of scholarships, provide information on student loans and further educational opportunities, aid in job placement, and give needed aptitude and related tests.

The community should participate in the park as a multi-agency center for the entire Eastside. The fullest community agency participation would make possible utilization of these resources in the curriculum. Park library, cultural, and recreational facilities should be accessible to the community at large. Ideally, the park would also include pre-school education, primary education, junior college, and adult education; each of the levels enhancing the others and providing maximum utilization of resources available at the site for education.

The park should be the site of highest possible expectation; a place of excitement, interest and stimulation for community, students and teachers (see Appendix J).

Is Inter-Agency Support to be Expected?

If the proposed educational park is to be more than just a large secondary school with an enlightened curriculum, the community must be involved through its many agencies, both governmental and non-governmental. Progress in securing involvement by such organizations has been made. Twenty-one community agencies have reviewed their programs and have indicated the extent of their interest in being included in the educational park multi-agency complex. (Appendix K) The Santa Clara County Board of Supervisors and the San Jose City Council responded favorably to the prospect of including the services of some of their agencies in the educational park, (Appendices L and M). Thus, a great deal of interest in this project has been evidenced by these many community oriented groups.

It is felt that appropriate administrative arrangements and legal clearance (Appendix F) can be worked out if means can be found to provide funding for the necessary facilities and programs. Since this committee's function has been one of study and recommendations, no firm commitments or contracts have been sought from any agencies. If expressions of intent, however, are any gauge, this committee feels that firm agency support and participation can be expected (Appendix K).

Where Should the Facility Be Located?

The location of the educational park remains an unresolved question. The degree of success the park may have in attaining its objectives may relate directly to where it is located in the district. Some urge that it be placed as near as possible to the Mayfair area if its idealistic goals are to be attained. Others feel it should be more centrally located to its attendance area. All would hope that it be in an area to which the entire community can intimately relate. It must be accessible. The desired "ethnic mix" must be attainable. Economics will, of necessity, also play a role in site selection, i.e., land availability, developability, cost and accessible utilities.

The Park Specifications and Site Needs Committee evaluated six sites. An Augmented Site Committee was then formed to re-evaluate four of these. Reports and evaluations by these committees are appended along with a single personal statement regarding site selection by a member of the Augmented Site Committee and a staff paper regarding site. (Appendices N, O, and P)

It is obvious from this that no unanimity on site location can be reached; thus, no specific site can be recommended. This committee can only recommend that the Board of Trustees carefully weigh all factors before its final decision on site is made. This committee feels that the Board need not necessarily limit site selection to only those areas considered by the site committees.

Since the Blue Ribbon Advisory Committee is not able to resolve the site question at this time, it is suggested that an outside expert be hired to study the situation and report his findings to the Board of Trustees before site selection is made. The Board may find open hearings helpful in resolving the site question. This committee must further state that site selection is of grave importance but that what goes on in the educational park is of overriding consequence.

The district and the community must actively support a transportation system to meet the needs of the park and its attendance area.

Preliminary architectural sketches have been made and are appended (Appendix Q). This is an attempt to give a more concrete form to the shape of the proposed park buildings. Obviously, no final detailed architectural planning was envisaged for inclusion in this report.

Conclusion

This committee, after greater than a year's study, has a new appreciation of the problems faced by the East Side Union High School District. It becomes apparent that the most notable problem is how to best offer quality education in a meaningful manner to a growing minority group student body. This committee applauds the continued innovative zeal and educational experimentation carried on by the district in seeking ways to stimulate students to learn, to think, to become responsible practicing members of our society.

This committee feels the educational park concept as proposed in this report to be the next logical step in evolving a program that offers quality education for all, initially perhaps limited to secondary grades but ultimately adult education and perhaps even elementary education. Certain specialized services and classes could be available in this setting that are not possible in present smaller schools. Programs for both handicapped and gifted youth could be expanded. Changes to improve the educational opportunities of all youth, particularly minority youth, must be carried out.

This committee feels the educational park is feasible, curriculum strategies and innovations can be included to meet its objectives, a site and structural form can be arrived at and community support and participation can be expected.

APPENDIX F

PRESS CLIPPINGS

Amount Undecided

'Educational Park' Study Fund Okayed

11/17/66 SAN JOSE NEWS

An unspecified amount of federal financing for study of a proposed East Side "educational park" to control de facto segregation has been approved by the U.S. Office of Education.

Amount of the grant will be decided in a few weeks, Rep. Don Edwards, D-San Jose, said Wednesday in Washington.

A grant of $91,830 has been requested by East Side Union High School District, whose superintendent, Frank Fiscalini, said the "super campus" plan is aimed at integration and quality education.

The district owns a site on Capitol avenue at Pentencia Creek, he said, which can be expanded to 300 acres. Planning and construction would take an estimated five years.

Community cultural facilities also would be housed in the educational park.

Education Park Proposal Is Approved For Study

Mayfair 11/23/66

Congressman Don Edwards, in a telephone call from his Washington, D.C. office to the Mayfair has announced that the United States Office of Education has approved a proposal to study the possibilities for the Education-Community Park in the East Side High School District.

Congressman Edwards said school district officials had requested $91,832 for the study. The exact federal commitment will be announced after further negotiations, he said.

The park has been proposed by East Side Supt. Frank Fiscalini as part of a plan to "de-ghettoize" the Eastside. Up to 5,000 students, selected from the many Eastside high schools, would attend the park school for special courses. Also envisioned is a co-ordinated city-county library program, parks and recreation facilities, a youth science and museum center and a music conservatory.

"Superintendent Fiscalini plans to develop a total secondary education package that envelops and combats the social dynamite created by rapidly changing ethnic ratios within neighborhoods," Edwards said. "One of the solutions to be considered is the Education Community Park and the possibilities of obtaining the necessary cultural and recreational components."

FOR EAST SIDE

11-31-66
San Jose Mercury

Park Would Prevent 'Ghetto-Type School'

Supt. Frank Fiscalini of the Eastside Union High School District has unfurled the broad concepts he has in mind to bring about an educational park in East San Jose.

It would serve as a focal point for the community as a general educational, cultural and service center and as an antidote for the possible disruptive ghetto type of school that conceivably could develop with a continued upsurge in population expansion.

It also would prevent possible de facto segregation of Eastside schools that the continued small school concept might foster, he said before a San Jose Rotary luncheon audience in Hotel Sainte Claire.

Federal funds have been made available for studies under his direction on the Eastside.

Fiscalini's educational park idea takes into account the fact that his district displays growth patterns of increasingly more and more Mexican - Americans and Negroes — and no indication that the trend will be changed appreciably.

At this time, he said, 63 per cent of his district is what might be called "American white," 30 per cent Mexican - American, 4 per cent Negro, 2 per cent Oriental, 1 per cent "other" including American Indians.

Consideration is given not only to develop a "large campus" (the district already has one of 58 acres, capable of expanding by 300 more) capable of absorbing the facilities of three or four high schools but a comuminty theater, conservatory, museum, art gallery, sports arenas and fields and other recreational offerings, child care centers — even a plentarium for which a telescope already has been offered. Some services now provided by city and county governments would be assumed in the park concept, such as counseling.

In brief, the overall gist of the idea is to provide more integration with a better quality of education and community development.

"Schools cannot control where children live, but they can control environment," he said, after professing approval of Edmund Burke's dictum that to do nothing promotes evil.

Fiscalini was presented by Ed B. Gould, Franklin-McKinley School District clerk. Stanley G. Parton, who presided in the absence of President Gordon Levy, introduced several schoolmen at the head table.

East Side Ed. Park Is Closer

MAYFAIR 12-2-66

East Side's proposed Educational Park took another step closer to reality last week when the Board of Trustees appointed Henry Jensen as Director of the project study.

Jensen, principal of Andrew Hill High School for the past several years, will have as his Assistant Director, William Sullivan, recently appointed Vice-Principal of Oak Grove High School- - which is still under construction.

Jensen and Sullivan will receive the same salaries they have on their present positions.

The board also authorized the leasing of a house trailer, modified to serve as an office for the two men, at a cost of $2,600.

District Superintendent Frank Fiscalini reported on a conference, held at Michigan State University, of school administrators from every major city in the country, except New York and Chicago.

Fiscalini told the trustees that 12 districts across the nation are working on the Educational Park Concept, which he proposed to the East Side trustees in August. "Pittsburgh (Pa.) for example, calls theirs 'the great high school approach'," he said.

The East Side administrator told the board, "In many respects, we're in an enviable position." He said that East Side isn't even close to having the problems faced in other cities.

He remarked that other districts are having to retrace their steps before they can make any progress in solving the basic problem, "trying to achieve quality where segregated schools exist."

Fiscalini warned that school districts will no longer be able to sit back and ignore zoning ordinances and changes. "We must work in concert with the planning department in terms of the effects changes will have on schools," he said.

To Study Vital Proposal

A pair of trustees of the East Side Union High School District pose with members of a "blue ribbon" advisory committee to study the Educational Park proposal for the district. In front row, left to right, are attorney Ed Alvarez, committee Vice-Chairman, and Chairman William Jenkins, Mrs. Ruth Currlin, Jonetta Smallwood, substituting for Mrs. Arthur Johnson, who was named committee secretary, and State Senator Alfred Alquist. Back row, from left: Trustee John Walsh, Junior College Supt. H. R. Buchser, Ed Teresi, Sheriff Charles Prelsnick, Eastside Homeowner Council President M. B. Petrick, Assemblyman Earle Crandall, Milpitas trustee Gil Brooks, Dr. Gordon Vosti, county administration representative Spencer Gilman, Supervisors Charles Quinn and Sam Della Maggiore, printer Sam Takaichi, Cy Barbaccia, Community Services Director Lino Lopez, and trustee Alister McAlister. Committee members not present were Howard Campen, Frank Bumb, Dr. Robert Clark, Bob Coyle, Walter Curry, Dr. Edgar Cummings, Dr. George Downing, City Manager A. P. Hamann, the Rev. Robert Hampel, Mayor Ron James, Mrs. Arthur Johnson, Louis Solari, the Rev. Arthur Soto and the Rev. C. W. Washington.

"Unique" Idea

Mayfair 3-1-67

"Blue Ribbon" Study Begins

A "blue ribbon committee", formed to study a new concept in high schools, went into action this week.

If the result of their study is affirmative, and the "super high school plan is put into practice -- and proves successful, all other high schools in the state will become obsolete.

William Jenkins, 333 Valley View Ave., manager of the Alum Rock branch of Wells Fargo bank was named chairman of the committee, named by trustees to "provide overall direction and support" for the Educational Park study.

Educational Park would be a super high school in the area of North Capitol and Maybury. At the initial meeting of the committee Educational Park director Henry Jensen told the members the school could have from 3,000 to 5,000 students.

In a preamble to the meeting, East Side High Supt. Frank Fiscalini said the program would be a "preventive" one in that it would stop the trend toward "ghettoization" of high schools, and end the "fleeing of whites" from certain areas.

"The problem is not here today but the forecast is that it will be here tomorrow," Fiscalini said.

The Park plan would allay this simply by increasing its boundaries so that it would be, in effect, three high schools in one.

Provided in the concept would be several special and vocational courses and attempts will be made to incorporate library, music and the arts and recreational programs with city, county and private agencies. A child care center is contemplated.

Jensen, former principal of Andrew Hill High School, pointed to the need for an art gallery in the proposed school.

"Some of our art students are going fantastic work," he said, "but the only place their work is shown are in faculty rooms or on some weekend in a shopping center." Other agencies, such as the Triton Art Gallery and Youth Science Institute, could join in the program, he said.

The center would create a "new image" for East San Jose and provide a cultural focal point for the area.

In response to a question asked by 25th District Assemblyman Earle Crandall, former superintendent of the San Jose Unified District, Fiscalini admitted "real problems" would be posed if the Eastside joined in unification.

Federal funds for the study, to be completed in 18 months, amount to $88,077. If all plans are approved, the Center would be built by 1970. The East Side District, which now has six high schools, plans to open Oak Grove this fall. Silver Creek High in Evergreen is planned for 1968 and a school in Milpitas is set for 1969.

March 1, 1967

New super-school would include education, culture and recreation

By Rick Vogt
SUN Staff Writer

Work on the educational park study by the East Side Union high school district shows signs of moving forward with appointment of a "blue ribbon" citizens advisory committee.

The committee met Friday night for the first time at the district's Capitol avenue education center.

Committee members -- many of whom are influential in the area --listed to district superintendent Frank Fiscalini and other staff members outline the basic concept of the educational park which is designed to head off de facto segregation patterns.

"The problems of large cities are beginning to appear in San Jose with industrialization. In the not- too- distant future, if we continue to grow, we'll be faced with problems requiring severe changes in our educational system," Mr. Giscalini said.

Henry Jensen, former Hill high school principal and director of the educational park study, outlined four main concepts.

"The park concept involves education, culture, recreation and services.

"Education will give us an opportunity to create a secondary school second to none. We'll involve adult education and were open to elementary education ideas," Mr. Jensen said.

Mr. Jensen indicated he believes the educational park could incorporate an art gallery, theater and concert hall to serve the entire community. "We're also looking into the possibility of the Eastside Science Institute locating at the parking," he added.

The project director anticipates ample recreational facilities with playfields, a zoo, pools, an athletic field and picnic areas.

If decentralization of city-county services were to occur, Mr. Jensen sees the possiblity of these locating at the East Side's educational park. These could include activities with senior citizen involvement, a child day care center and a referral center.

Mr. Fiscalini said the educational park would take the place of three high schools scheduled to be built in the mid - Eastside area near the district's Capitol Avenue site where the district offices are located.

He said if the park is built, it will probably contain three decentralized schools sharing some basic facilities.

"One of the intents is to provide a cultural focal point for East San Jose -- for both young and old. To do this, we'll need the cooperation of other agencies."

Mr. Fiscalini told committee members the park study staff has already been meeting with city officials working toward a joint proposal involving the park plan.

The superintendent stressed the district will need a new high school on the mid-Eastside by 1970.

He also pointed out if the district follows its master plan of building small high schools, it "would have a school in the area bounded by Alum Rock and Capitol Avenues and Story and King roads."

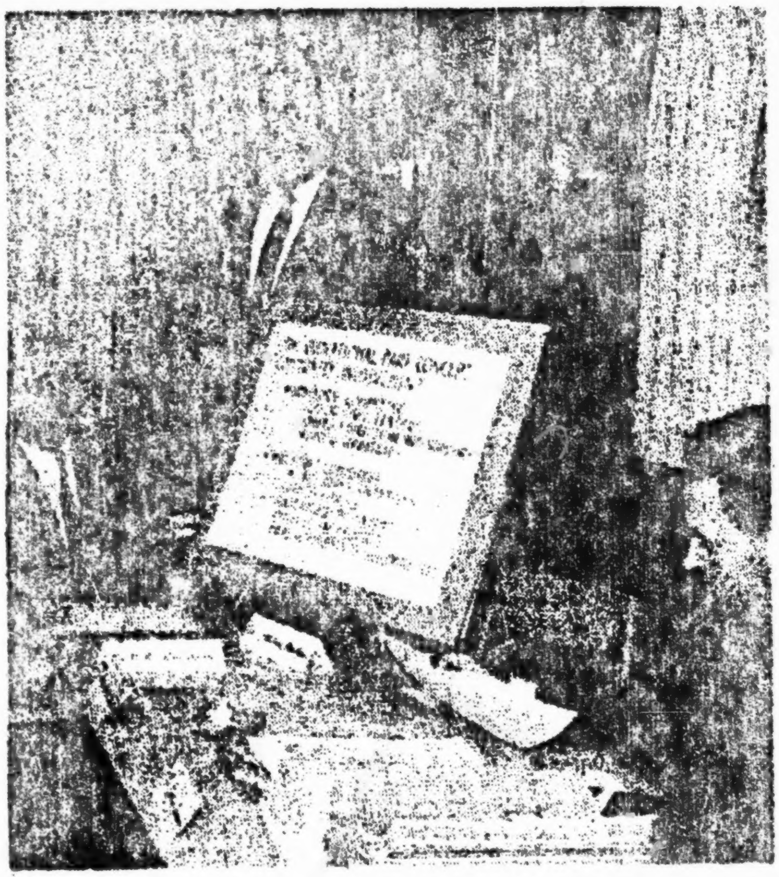
"This school would probably be committed almost entirely to Negro and Spanish surname students -- and it would pose a very serious problem," he warned.

Chairman of the citizen's committee is William Jenkins, manager of the Alum Rock branch of Wells Fargo Bank. Vice chairman is attorney Eddie Alvarez, a former Lick, high school student body president. Mrs. Arthur L. Johnson, prsident of the San Jose NAACP, is secretary.

Other committee members are State Senator Al Alquist; C. G. Barbaccia; Milpitas school board trustee Gilbert Brooks; Frank E. Bumb; San Jose City College president Herman Buchser; county executive Howard Campen; San Jose State president, Dr. Robert Clark; and Auto dealer Bob Coyle.

Assemblyman Earle P. Crandall; East Valley Opportunity Council director Dr. Edgar C. Cumings; Mrs. A.R. Currlin; planning commissioner Walter Curry; county supervisor Sam Della Maggiore; San Jose Unified superinentendent Mr. George M. Downing; city manager A.P. Hamann; Rev. Robert S. Hampel; San Jose mayor Ron James; Mexican - American Community Services Agency director Lino Lopez; homeowner president M.B. Petrick; county sheriff Charles Prelsnik, county supervisor Charles Quinn; city councilman Louis Solari; Rev. Anthony Soto; Edward A. Teresi, Dr. Gordon J. Vosti; and Rev. C. W. Washington.

The advisory committee will meet again March 31.



Educational park project director Henry Jensen talks while San Jose City College president Bob Buchser (left) and high school district trustee Alister McAlister listen.

Bothers Educators

May 3, 1967
Mayfair

Educational Park: Huge School & Kids

One of the main concerns of educators considering the Education Park concept, now under study in the Eastside, "is making sure that the young person doesn't lose his identity in such a large environment."

This observation was made by East Side Union High School District's superintendent, Frank Fiscalini, in last week's meeting of the special committee established to make the study.

Fiscalini then introduced Dr. Donald Davis, a noted educational planner with a private consultants firm, as "a person with some possible answers."

Davis, said Fiscalini, "has been deeply involved in Eastside problems for several years," and had a large part in preparing the district's master plan.

The education consultant admitted, "there are some frightening things about numbers" but added there is also great merit in the economies and advanced programs made possible by huge high schools.

"With rapid urbanization creating new types of problems, the pat answers of the past are not the right answers for the problems we have now," Davis said. He cited as examples, "ghettoes of the poor," --"ghetto of the rich," --"ghettoes of the in-betweens," and "ghettoes of the minorities."

The guest speaker noted that the Educational Park, "as a general concept is gaining momentum," and reeled off the names of several cities around the country which are planning massive facilities of one type or another.

Ft. Lauderdale, Florida-for example--is considering a single school encompassing grades kindergarten through 14. Denver, Colorado is working on a K-12 basis. It was observed by a Mayfair reporter last week that Sausalito is working on an Educational Park strictly on the elementary school level.

The most talked of project, however, is in Pittsburgh, Pennsylvania, a project on which Davis has worked.

Pittsburgh is committed to the building of five "great high schools" in the eastern, western, southern, northern and central sectors of the city, which according to Davis, is about the same size as San Jose.

These schools, to serve student enrollments of from 4,383 to 5,321, will replace 20 high schools, the youngest of which is 40 years old, and some of which are almost completely segregated, Davis told the committee. The five "great high schools" will each have 34.8 percent Negro enrollments.

Fifteen of the old high schools will be renovated to serve as intermediate schools, including grades six, seven and eight.

Pittsburgh school officials were also concerned about numbers, Davis said. It was decided that, "numbers don't really make that much difference," he added. "Students who tend to get lost will get lost whether there are 400 students or 5,000."

Davis proceeded to show slides outlining Pittsburgh's solution to the numbers problem. He compared the relationships between a student and the total school with the relationship of an individual citizen to the city in which he lives.

"An individual first relates to his family. The family then relates to the neighborhood... The neighborhood to a larger group and the larger group to the city," Davis said.

Pittsburgh students will be placed in basic groupings of 35 students each with one teacher-advisor, who will stay with the same group for the entire four years of high school. This teacher-advisor, "has to get to know this group better than anyone else in the school," Davis explained, calling the approach a "big brother or big sister" concept.

Then of these advisory groups will form a "counselling group" having one full-time counsellor. Four of the counselling groups will in turn, make up a "house group" and four house groups will equal the "total school society."

Davis said that "tremendous" intra-mural activities would be possible within each of the high schools, giving for example athletic teams, and newspapers for each house group, in addition to the official teams and newspaper for the whole school.

Each "great high school" --already in the process of design by the architects--will be built on the "cluster" concept and be designed to accommodate new ideas in educational programs.

Different areas of the curriculum will be housed in their own facilities in much the same way as in the newer East Side District high schools.

The total cost of Pittsburgh's project, according to Davis, will exceed $200 million with $120 million for the five "great high schools," which are scheduled for completion in 1972. The first should be finished in 1971.

The financing will be made possible through a ceiling increase of $50 million in bonds, voted by the citizens

BLUE RIBBONERS TOLD

May Fair
5-31-67

Kids Don't Need To Be Happy

East Side's Blue Ribbon Committee for the study of a proposed, massive "Educational Park" was cautioned against several "errors" last week by Dr. Arthur Colardarci, Stanford University Professor of Education and Psychology, and Associate Dean.

Calling his talk, "Suffer, Little Children," Dr. Colardarci said, "it isn't necessary to be happy while learning.. They (the students) are not enjoying the process. They can't possibly enjoy it."

As an example, he said that he had been "kicked by a horse" while trying to help someone earlier that day and wound up 30 feet away. "I learned to stay away from that horse," he said.

Dr. Colardarci also cautioned against the opinion that to "integrate--or desegregate is automatically good." He said, "It is not true. Something else has to happen first."

He added, however, that if integration is not accomplished, "a lot of things are not going to get learned."

One of the things which must happen to make integration work in schools, he said, is acceptance of minority groups into the society by the majority. "When a minority group number is accepted socially by the majority group, scholastic innovations develop. The minority person makes dramatic gains," he told the committee members present.

The Stanford professor also urged the creation of "positive attitudes" where needed, "or the Ed Park will fail," he predicted. He said that the positive attitudes were necessary to combat a notion of "social threat," which he said was typical among minority group students.

He defined "social threat" by giving the example of a subordinate person who assumes that others are going to harm him and will "abandon his efforts to be accepted," --- some, to avoid further threats. Others will expect to be hurt because they are failing and are expected to ultimately fail---and give up.

Dr. Colardarci suggested as means to creating positive attitudes the raising of academic standards and let the students know they are expected to meet those standards. "If you assume kids are failing because of social conditions, then you have to upgrade those conditions," he said.

"One of the biggest creators of differences (among students) are teachers," the speaker declared. "They (the students) become different because the teachers expect them to be different."

He criticized the common practice in schools of homogenous grouping, saying that that practice "often defeats its own purpose," but added, "you can't get rid of it. It's supposed to be good for people." He urged that established groups be periodically reevaluated and changed if necessary.

Dr. Colardarci then tied in the criticism on grouping with his comments on teacher expectations of student differences by citing an hypocrophal story of a teacher who had grouped her class into three sections, calling them "Bluebirds for the low mentality group---Robins for the high group and something else for the middle group."

During the year, she taught each group according to the way she expected them to achieve and got the results she expected. What she didn't realize was that instead of IQ or other test scores, she had used the students locker numbers.

Educational park study progress report slated

Sun, June 14, 1967

Henry C. Jensen, director of the Eastside Educational park study, will speak to delegates of the Community Council of the Central Santa Clara county at a luncheon next Monday at noon in the American Red Cross building near the civic enter.

The proposed educational park study, which began six month ago as an attempt "to eliminate de facto segreation and ghetto housing before it begins," will be summarized by Mr. Jensen.

Financed under Federal Project, Title III for elementary and secondary education, $88,077 was granted by the rim
federal government to "determine the feasibility of the program," according to William Sullivan, assistant director.

"If after the year - and - a half study, the committee finds the program in the best interests of the community, and educational park replacing the traditional high school could be built by 1970-71," he said. All money would then come from local sources and the state and there would be no federal spending, according to Sullivan. "We have to build high schools anyhow, so we could just build a bigger one to ease the situation," he remarked.

Aside from the eucational aspect, the park will operate a community - related health, welfare and recreation facility.

If an educational park were built, the bussing of children from one school to another would be eliminated because the program would allow children of varied cultures to intermingle with one another.

Tickets for luncheon reservations can be made with the community council no later than June 16. More information is available by calling 292-1646.

★★★ San Jose News Wed., July 5, 1967 89 **ED PARK COMMITTEE**

For Park Study

NAACP Submits Teaching Plans

The San Jose Chapter of the National Association for the Advancement of Colored People has submitted an extensive list of recommendations to East Side High School Supt. Frank Fiscalini concerning the Educational Park Study being undertaken by the district.

The proposals were presented in a recent session with Fiscalini by Mrs. Marie Johnson, NAACP chapter president, and board members Allen Hopewell, vice principal at Lincoln High School, and Mrs. Mary Washington, a teacher.

ASK TRAINING

They ask that teachers, administrators and counselors for the proposed Educational Park be required to undergo in-service training in the teaching of disadvantaged Negro students.

This training, the NAACP recommended, should be given by persons best qualified for the task. Negro educators and lay members of disadvantaged Negro communities.

It was further recommended that Negroes be hired in all levels of certified and classified employes.

"It is felt that the self-esteem of Negro students will be greatly enhanced by seeing Negroes as administrators, department heads, teachers and counselors," the NAACP stated.

The district was urged to actively recruit qualified Negro personnel rather than depend wholly on chance applications.

OTHER PROPOSALS

Other recommendations include:

—Changes in the counseling system to increase the number of Negro counselors, remove excessive specialization in counseling duties, and to involve guidance personnel in curriculum planning.

—Provision of special compensatory education programs to increase motivation and achievement of Negro children working below their potential.

— Make use of latest electronic devices, such as video tapes and electric calculators.

— Hold seminars in self-identity for Negro students.

— Conduct seminars for parents of low-achievers discussing ways in which parents may help children to improve academic achievement.

— Determine the value of school social workers who would visit students' homes and act as liaison between school and home.

— Plan the curriculum to include comprehensive courses in Negro history as a requirement for all students.

— As far as possible texts for these Negro history courses should be written by Negroes.

— Guest Negro lecturers should be invited to classrooms to discuss phases of Negro history.

— Libraries should contain a wide range of books pertaining to Negroes and written by Negroes.

— Assemblies and PTA meetings should be planned to include Negro speakers from the community who might serve as exemplary images for Negro students.

— Administrators, teachers and counselors should be encouraged to engage in planned exposure to Negro people.

Mrs. Johnson and her fellow board members reported Fiscalini favored the recommendations and took them under submission.

To Get Down To "Nitty-Gritty"

Next month the East Side High District's Blue Ribbon Committee will get down to what one of its members called the "nitty-gritty."

The committee will hear a report from the administrators of what the district's proposed Educational Park center will do for the Negro and Mexican-American student.

After a session last week during which reports from sub-committees were heard, the staff heard itself being castigated by George Villalobos for being concerned only with "brick and mortar."

Startled, Ed Park Director Henry Jensen heatedly denied the charge.

"We haven't even considered the building," Jensen said. "Our sole concern has been the feasibility of the program and its scope."

"This school has gotta have guts, it's gotta have a soul--not just a beautiful facade," said Dr. Arthur Johnson.

"All right, let's put away the marbles and get out the bowling balls--I'm ready to bowl," Jensen said.

The park concept, varieties of which have been put into practice elsewhere in the nation, would combine three high schools on one campus. These schools would draw from larger areas than present high schools and school officials believe this widening out of boundaries would serve to bring into the campus a wider range of students and ethnic backgrounds. The students would share central buildings which would house special classes, i.e., music, woodshop and other "specialties."

Deputy District Supt. Dr. William Baker pointed out that if five students sought a special course it could not be given in a regular high school. "But, under the ed park concept, we might have twenty students who desire this course, so we probably could offer it," he said.

Committee member Dr. Gordon Vosti was skeptical. "What will parents of other districts think of this? Won't they object to the fact their children do not have a chance at what you will be offering in the ed park?"

Dr. Baker told him other schools in the district are competitive and, if a program is successful in one, the other school adopts or adapts to it.

"We're on the verge of a real breakthrough in staff utilization, the use of technical aids and other means," Baker said.

Dr. Robert Clark, President of San Jose State College and a Blue Ribbon member, said the committee should try to get through to the community that special problems need special resources and attention. In that case, parents would not object, he averred.

"If disparities in the programs offered at the school do occur, we could have some problems," Jensen admitted. "We have some now, as new schools and new programs are offered around the district."

"My chief concern is--will the educational park improve or help the Negro student?" Mrs. Johnson asked. "In this complex will we get down to specifics--will we truly help those who feel more alienated, more inferior--my worry is that they might get five times as lost in a school five times as big."

Then came the accusations --and a motion by Sam Della Maggiore to devote the next meeting to a report on what the complex promises for minorities.

The session will be held on September 8.

A TIME FOR BOLDNESS

A park for education?

Milpitas Post - 8-9-67

FIRST IN A SERIES

WHAT IS an educational park? Would it be a good thing for the East Side? How would it differ from present schools? What facilities would it have? How many students would it serve? Where would it be located? When would it open?

These, and a host of related questions, are now under discussion in a major study being conducted by the East Side Union High School District. The project, financed by a federal grant of $88,077, started in January of this year and will end on June 30, 1968.

The application for the grant was submitted a year ago by District Superintendent Frank Fiscalini and was promptly approved by the U.S Office of Education. The District's Board of Trustees then gave the green light for the study.

* * *

FUNDING is provided under the Elementary and Secondary Education Act (ESEA) of 1965, the largest single commitment ever made by the Federal Government for the improvement of education throughout the nation. The act is designed to encourage local districts to establish "innovative and exemplary" solutions to educational problems.

A major objective of the study is to develop a secondary education program that anticipates and combats the "social dynamite" created by rapidly changing ethnic ratios within neighborhoods. The project will test a number of instructional strategies designed to reduce communications barriers between ethnic groups, to facilitate the transition from high school to jobs or higher education, and to raise the aspiration levels of disadvantaged youth. If the project is successful in attaining these objectives, East San Jose may never have to face some of the problems being encountered by nearby areas such as East Palo Alto.

* * *

THE PROJECT also seeks to determine the possibility of a multi-agency community center to serve the educational, recreational, cultural and social services needs of the East Side community.

District staff members responsible for planning and coordinating the study are Henry Jensen, Director and Guy Klitgaard, Associate Director. Jensen was principal at Hill High School and Klitgaard was Social Studies Coordinator for the District.

Eleven study committees consisting of 165 parents, students and community leaders have been established. At the top of the committee structure is the Blue Ribbon Advisory Committee, chaired by William A. Jenkins, Assistant Vice - President and Manager, Alum Rock Avenue Office Wells Fargo Bank.

* * *

NEXT WEEK: What is an educational park and how can it improve education for East Side youth?

Ed park: prevention not cure

Milpitas Post 8-16-67

SECOND OF A SERIES

The educational park idea is new in American education. It was generated in the mid-1960's as one response to the rapid deterioration of quality in big city school systems.

Educational planners, urban experts, sociologists and architects see it as a means of meeting the enormous challenges facing the schools in the decades ahead.

In other words, the educational park is an answer to providing the education for tomorrow which today's students -- and our nation -- demand. It can also enrich a community's cultural and recreational programs and provide social services more effectively and economically.

The several models now under study around the country show considerable variety.

Some, such as Syracuse, N. Y., are aimed at elementary grades only. Evanston, Illinois, on the other hand, will concentrate on the high school. Still others, notably East Orange, N.J., plan a single educational center for all levels from kindergarten through junior college. Most of these are located in older cities and are viewed as remedial approaches to the educational blight associated with segregated neighborhoods. All such models have one basic element in common -- the creation of a school complex to serve a much larger group of students.

East San Jose, because it is still an expanding community, has the unique opportunity to develop a preventive rather than a remedial strategy. The educational park currently under study in the East Side Union High School District could have these features:

- A secondary school complex to serve an enrollment of 3000 to 5000 students in grades 9-12.
- Decentralized "schools within a school" organized around a core of shared specialized facilities.
- An educational environment which places a premium on the development of the student as an individual through intensive career guidance programs, individualized instruction, inter-disciplinary teaching teams, specialized courses and the most advanced instructional materials and equipment available.
- Cultural and recreational facilities available to the entire community on a year-round basis.
- Social services components provided by existing city, county and private agencies, organized so as to provide needed services effectively and economically.

Quality of the educational environment is the primary rule, Achievement of balance in the social and ethnic make-up of the student body is viewed as a needed part of such an environment rather than as an end in itself.

(Next week: How can the student's identity as an individual be safeguarded in an educational park?)

TERMED "SIGNIFICANT"

Sub-Group OK's Ed Park Plan

Mayfair 8/23/67

A "significant step" was taken recently, said Henry C. Jensen, when a sub-committee of the Blue Ribbon Educational Park Study Committee endorsed the Ed. Park concept.

Jensen, formerly Principal of Andrew Hill High School, is Director of the Educational Park Study.

A resolution of endorsement as passed on August 10 by the Inter-Agency Cooperation and Community Relations Committee, which is chaired by San Jose Mayor Ron James.

The resolution reads, in part, "The committee foresees great potential for the solution of educational and social problems of East Side residents in such a complex.

"Specifically, the committee is attracted to the idea of a facility which will integrate educational, cultural, recreational and social service programs. It is the opinion of the committee that appropriate administrative arrangements can be worked out if means can be found to providing funding for the necessary facilities and programs."

The resolution also pointed to the "necessity of endorsement" by the East Side High School District Board of Trustees, San Jose City Council and the Santa Clara County Board of Supervisors.

The Educational Park is a massive high school approach which seeks to prevent the ghettos and their related problems on the Eastside. The Blue Ribbon Committee is a large group of citizens and officials which was formed to study the feasibility of such an approach. They meet on the last Friday night of each month

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A TIME FOR BOLDNESS

SUN 9-7-67

Educational park would be true community center

(FIFTH OF A SERIES)

Would a multi-agency community center be a good thing for the East Side?

This is one of the key questions being asked in the East Side Union High School district's Educational Park study. The answer is being sought by the study's inter-agency cooperation committee. San Jose Mayor Ronald James heads the committee which meets every three weeks.

The committee is composed of high-level representatives from city delinquency prevention, police and planning. Also represented are San Jose adult school, San Jose fine arts commission, Youth Science Institute, children's theater, junior achievement, YWCA, East Valley opportunity council, youth opportunity center, community council, Volunteer bureau, services for the aging, and the high school district's child care center.

At each meeting two or three members outlined their organizations' functions. The committee discusses the pros and cons of including such functions in a community center located at the educational park.

Such a center, it is hoped, would provide a sense of community identity in more efficient services to the public at a savings to the taxpayers.

Let's look at one example-libraries. At present the district's high school libraries average 7500 books. San Jose branch libraries average 22,000. A school-community library could offer, in a single building, a greater variety of reading matter to the students while doubling as a community library in the afternoons, evenings and Saturdays on a year-round basis. Savings to taxpayers in such a situation are obvious.

If the school-community complex proves workable, the East Side could look foward to a center which would provide not only a large comprehensive high school but needed recreational and cultural facilities as well.

Units such as a theatre, an art gallery, a child care center, a senior citizens center, a library and a youth employment center are all under discussion. Most of these would be tied directly into the educational program of the school.

On August 10 the committee passed a resolution endorsing the concept of a school-community complex. The resolution said, in part, "The committee foresees great potential for the solution of educational and social problems of East Side residents in such a complex. Specifically, the committee is attracted to the idea of a facility which will integrate educational, cultural, recreational and social service programs."

Mayor Jame's committee hopes to have a set of recommendations ready for the Blue Ribbon Advisory Committee to consider by the end of the year. Final recommendations on this and other aspects of the educational park will be presented by the Blue Ribbon Committee to the district's Board of Trustees by the end of June.

Ed Park 'Father' Defends Concept

"We Can Teach For More Levels"

Educational Parks were defined and defended last week by Dr. Max Wolff--hailed as the "father of the Ed Park concept" -- as a "new form of facility, where, by consequence of numbers, we can teach for more levels of ability"...."cheaper and better than the neighborhood school."

Dr. Wolff, Senior Research Sociologist for the Center for Urban Education in New York City, was speaking to hastily-called gathering of the Blue Ribbon Citizens' Ed Park Study Committee.

Earlier in the day, the sociologist, a former consultant to the government of Puerto Rico, had addressed a group of administrators of the East Side Union High School District.

The Center for Urban Education is financed by the Federal Government under the Education Act of 1965 under the sponsorship of Columbia University, New York University and the University of the City of New York.

Dr. Wolff told the Mayfair that he originated the idea of an Educational Park about six years ago. He later told the committee members present that his idea was an outgrowth of a conflict which occurred in New Rochelle, New York.

One question the ed park concept was intended to answer, he said was "how to develop a system where it wouldn't be necessary to develop new schools every two or three years."

John Walsh, a trustee of the East Side High School District, pointed out that the East Side is not really a community in itself but a community within a community. "Can we have a successful Ed Park without having a genuine community?" he asked.

Wolff replied that the need is for "a focus of identity and an educational park would be such a focus."

He noted also in his talk that the massive, comprehensive-type educational facilities are gaining in popularity among educators across the country. Four years ago, there were only two cities in North America considering educational parks, according to a survey Wolff said he made. "There are now 60," he added.

The reason for the change is the crisis being faced in many of our large cities, Wolff explained.

"In New York City, two thirds of the students entering high school in the 10th grade never reached graduation," he said, citing one school in particular as an example which had -- one-third Puerto Rican, one-third Negro and one-third other minority group students.

In 1962, according to Wolff, 1,155 students entered the school in the 10th grade and only 134 finished.

He later clarified the drop-out rate as 50 percent when William Jenkins said he was "amazed" at the figures cited. Wolff said there are "diplomas of brains and diplomas of behinds."

The first are given to students graduating from academic and commercial courses and the second are merely "certificates of attendance, which I don't count as diplomas," said Wolff.

"Do you feel an educational park could overcome to any great extent the drop-out rate?" asked Jenkins.

"It would help," answered Wolff, "because they would give greater opportunity for growth to the students."

Trustee Alister McAlister asked if there has been any organized opposition to educational parks around the country. The Eastern educator replied, "Yes," and cited religious groups, real estate groups, "people who are frightened of the transportation problems involved and people who are afraid of great numbers.".....

"Why should I send my child to a school where he is only number 8,775?" is the question many people ask, he remarked, adding "It doesn't have to become that. The question isn't 'how many children?' but 'how are they organized'?"

Wolff said that an education park's student body could be broken, down into small units.

"How do you identify the students' needs?" asked John Guisto--a member of the city planning department. "The Park itself won't do it."

"It would give a greater opportunity to test to find out the needs. It is only an improved frame. What we do in it depends on the administration, the teacher and the child," replied Wolff.

He said also that an educational park is "cheaper and better" than the traditional neighborhood school.

"If you want to evaluate the cost," directed Wolff, "take the best of each elementary, junior high and high school that you have, add what you would add if you were to rebid each (at today's building costs), estimate what it would cost to bring all other schools in the city up to their level, reduce the total by 20 percent and you will have the cost of an educational park."

Leon Pollard, of the county planning department, noted that ghetto children attending such a school could become frustrated by seeing what is available outside their own neighborhoods but denied them in the ghettos.

Wolff replied that they are constantly being challenged anyway by television,..newspapers, etc "by our whole economic and communications system."

"Why is that challenge any lesser or greater in one kind of facility or another?" asked Pollard.

-Wolff responded that East Side High School District Superintendent Frank Fiscalini "speaks of Ed Park as a preventive measure." He said that in five or six years, "you will have more segregated schools than you do now," and that the Park "would serve as a bridge to lower groups....to try and get them to accept middle class concepts without changing their culture."

May Fair
9/6/67

A TIME FOR BOLDNESS

Sun 10/11/67

Inter-group relations unit seeks community 'feedback'

(Tenth of a series)

The inter-group relations committee is another of the active committees presently at work in the East Side Union High School district's Educational Park study. The functions of this committee include:

--Establish effective communications among the following segments of the east side community: minority groups, the poor, policy-making boards, molders of community opinion, parents and the press.

--Identify areas of present and potential consensus in these groups.

--Sensitize other committees to its findings regarding problems and suggested solutions in inter-group relations.

A unique feature of this committee is the fact that it includes high school students as working members of the committee. Student members have been most active and helpful in the deliberations of the committee to date.

Early in its work, the committee determined that the term "inter-group" should not be restricted to include only racial and ethnic groups. Problems of communication between young people and adults have been identified as equally important.

One of the most interesting meetings of the committee included a discussion with four young people from the Neighborhood Youth Corps who were high school drop-outs. They expressed strong feelings about the need for greater understanding between teenagers and their parents and teachers. In general, these young people expressed a desire for closer face-to-face contact with adults and for more intensive counseling of drop-out prone students.

In an effort to get direct "feedback" from the community regarding the educational park concept, the committee has hosted a series of neighborhood meetings in the homes of committee members. These meetings have been characterized by a high degree of openess and frankness in discussing educational issues and problems related to the so-called "generation gap."

Members have also offered to attend meetings of community organizations to discuss the educational park. Letters have been sent to approximately 50 groups, including churches, service clubs and other civic organizations.

The committee has also supported other efforts to inform the community about the concept. This series of articles, for example, was suggested by the committee.

The committee invites interested organizations and individuals in the eastside community to contact it for speakers on the educational park. Such requests may be made directly to the Educational Park Study office at 12660 North Capitol Avenue, telephone 272-0900.

Members of the committee include Edward Alvarez, chairman; John Smith; vice-chairman; Mrs. William Reeves, secretary; Salvadore Alvarez, Frank Bumb, Dr. Victor Corsiglia Jr., Mrs. A.R. Currlin, Mrs. Leo English, Miss Susie Garza, Michael Lyons, and Mrs. Mary Soto.

(NEXT: Work of the parents' curriculum sub-committee.)

Parents roll up sleeves, take part in EPS study

Sun 10-18-67

(Eleventh of a series)

The curriculum committee of the East Side Union High School district's Educational Park study is primarily concerned with broad policy and the approval of pilot projects. Sub-committees of this group deal with curriculum in a more concrete manner. One of these sub-committees is made up of parents representing most schools in the district.

Although the parents' committee has discussed many aspects of curriculum, its main concern is centered on communications -- communications between school, students, and community. Chaired by Mrs. Wesley Weber, the committee is currently reviewing, criticizing, and revising a list of recommendations being prepared for submission to the curriculum committee.

Most of these recommendations have implications for the existing high schools, as well as for the educational park concept.

As an example, one recommendation is that the educational park become the hub of community activity for the east side of San Jose. With the possibility of city and county agencies being represented on the park site, parents and youth would have only one place to go when they needed services. The park should be open from morning to late evening for education, recreation and service to the community. At the same time, such a multi-agency complex must maintain the strictest confidence levels in appropriate situations, particularly in initial contacts with members of the community.

Turning directly to communications in the educational section of the park, a recommendation under discussion is that all teachers approach the language differences of students in a positive manner. Two-language ability should be encouraged and strengthened. Dialects and slang should be respected as meaningful ways of communication. Proper language for the proper situation should be one main goal of instruction.

One other suggestion is that all students are capable of learning, and often capable of learning much more difficult skills than they are given credit for. Teachers should expect all students to achieve highly. If a student does not achieve as expected, the teacher must find out why and proceed to prescribe the activities that will bring the student up to the desired level.

The parents' committee meets regularly every two weeks. In addition to the chairman, the membership consists of Pete Rondero, vice-chairman, Mrs. Zoria Le Compte, Mrs. Rosa Lee Parker, Mrs. Margaret Scott, Mrs. Helen Watson, Wesley Weber, Mrs. Wilma Brady, Mr. and Mrs. Ventura Aguilar, John Angam, Mrs. Lucy Guzman, and Mrs. Gerald Toms. A regular guest is Mrs. Gilbert Brooks. Having given serious thought to many problems of concern to parents, this group will have made a significant contribution to the total Educational Park study when it completes its work.

(NEXT: The teachers' curriculum sub-committee).

Wed., Oct. 18, 1967 San Jose Mercury

Study Indicates East Side Educational Park Concept Promising

By SAM HANSON
Mercury Education Writer

East Side High School District has passed the half-way mark in an 18-month, $68,000 study to determine the feasibility of an educational park for the fast growing area.

Thus far the concept appears to be a good one, according to Henry C. Jensen, director of the federally-financed study.

A final go-ahead on the plan must await a decision by the district board of trustees following a recommendation from a blue ribbon citizen advisory committee.

As presently evisaged by Supt. Frank Fiscalini and his fellow East Side educators, the proposed educational park would be an effort to head off problems of de facto segregation plaguing many U.S. cities. It would:

— Contain a school complex to serve from 3,000 to 5,000 high school students.

— Emphasized decentralized "schools within a school" and other features to soften the problem of students feeling they are mere IBM numbers.

— Provide cultural and recreational facilities available to the entire community on a year-around basis.

— Provide a location for social services provided by city, county and private agencies.

Explaining the philosophy behind the project, Jensen said:

"We think we can produce a quality learning environment. That is what we are after primarily. In the process we hope we can prevent development of ghetto schools."

Jensen noted that Mexican-Americans now constitute about 30 per cent of the district's 11,000 enrollment. He said that percentage appears to be growing. In the two-and-one half years between the fall of 1964 and the spring of 1966, the Mexican-American student population increased from 26 to 30 per cent. At the same time, the percentage of Negro students in the district increased from two to four per cent of the total enrollment.

The sprawling district covers 180 square miles and includes nine elementary school districts within its boundaries. Total population of the area is estimated at 150,000.

Because of rapid population growth, this huge area has been left far behind in acquiring many of the amenities usually associated with urbanized regions. Libraries and recreation areas are in short supply. There are no museums, art galleries, crafts centers or centers for the performing arts.

The East Side community needs a focal point for learning and enjoyment which will also create a sense of civic pride, according to Jensen.

The study has been funded under Title III of the Elementary and Secondary Education Act. It is being carried on by a staff which includes Jensen and associate director Guy C. Klitgaard.

Most of the activity to date has been made up of committee work undertaken by some 160 citizens on a variety of advisory units. There have also been many talks to community groups and gathering of information on educational park projects in other parts of the country.

One of the most active units has been the Inter-Agency Cooperation and Community Relations Committee chaired by Mayor Ronald James of San Jose. It is made up of 21 representatives from major public and private agencies. These include health, welfare, law enforcement, library, fine arts, adult education recreation and volunteer service groups.

A large number of agencies are interested in locating East Side branches in the educational park complex if funds can be found to provide facilities, according to Jensen.

The study director stresses the project as a preventive strategy for avoiding the racial and educational turmoil that has stricken many U.S. cities.

After studying plans for rebuilding inner-city schools in other American cities, Jensen declares:

"It is obvious that the educational park idea is clearly riding on the wave of the future, Educational planners, urban experts, sociologists and architects are increasingly articulate in their insistence that schools must be included within the framework of total community planning for the improvement of urban life in America.

"The school as an independent and isolated agency is on its way out. On the other hand, no real improvement in urban life is possible without the school at the very heart of the neighborhood service center."

Commenting further, Jensen declared:

"The experience of the past few months have confirmed the conviction of the staff that an educational park offers tremendous potential for the improvement of community life and the enhancement of individul worth for the people of East San Jose.

"The opportunity is here to apply a preventive strategy to the emerging problems of our increasingly urbanized community. The time to act is now, not a decade or two hence. To wait is to invite disaster andr epetition of the sorry debacle now being experience by nearly every major city in our land."

Jensen noted that obstacles to the project are formidable. They include finances, formation of a workable administration for an inter-agency facility and development of an educational program to meet the needs of both high school students and adults.

"These obstacles," he said, "can be overcome only if the leaders of our community exhibit the will to be innovative and the commitment to see the project through."

Thurs., Oct. 19, 1967 San Jose News

East Side Educational Park Concept Applauded

An educational park for the East Side Union High School District is called a good concept.

Henry C. Jensen, director of an $88,000 federally financed study, Tuesday expressed that opinion as the 18-month study reached the half-way mark.

District administrators are working with a citizen advisory committee in making the study, results of which will be presented to district trustees for a final decision.

The educational park, primary purpose of which would be to head off de facto segregation and resulting problems, would:

—Provide a school complex to serve 3,000 to 5,000 high school students.

—Emphasize decentralized "schools within a school" and other features to make students believe they are more than mere IBM numbers.

—Provide cultural and recreational facilities for the entire community on a year-around basis.

"We think we can produce a quality learning environment. That is what we are after primarily. In the process we hope we can prevent development of ghetto schools," Jensen said.

He noted Mexican-Americans constitute about 30 per cent of the district's 11,000 students and the percentage is growing.

From the fall of 1964 to the spring of 1966, he added, the Mexican-American student enrollment increased from 26 to 30 per cent.

Jensen said during that time, the percentage of Negro students increased from 2 to 4 per cent of district enrollment.

The district covers 180 square miles, includes nine elementary school districts within its boundaries and serves a population estimated at 150,000.

Jensen said because of rapid population growth, the area has fallen behind in acquiring libraries and recreation facilities and has no museums, art galleries and craft and performing arts centers.

He said the East Side needs a focal point for learning and enjoyment which also would help create a sense of civic pride.

Besides a 160-member citizen advisory committee, work on the study has been done by the Inter-Agency Cooperation and Community Relations Committee chairmanned by Mayor Ron James.

The latter group consists of 21 representatives of major public and private agencies in the fields of health, welfare, library, fine arts, law enforcement, adult education, recreation and volunteer service groups.

Jensen said a large number of agencies are interested in locating East Side branches in the educational park complex if funds can be found to provide facilities.

He noted the project hopefully would serve as a preventive strategy for avoiding racial and educational turmoil that has occurred in many American cities.

Commenting on studying plans for re-building inner-city schools in other cities, Jensen said:

"It is obvious that the educational park idea is clearly riding on the wave of the future. Educational planners, urban experts, sociologists and architects are increasingly articulate in their insistence that schools must be included within the framework of total community planning for the improvement of urban life in America."

"The school as an independent and isolated agency is on its way out. On the other hand, no real improvement in urban life is possible without the school at the very heart of the neighborhood service center.

"The experience of the past few months has confirmed the conviction of the staff that an educational park offers tremendous potential for the improvement of community life and the enhancement of individual worth for the people of East San Jose.

"The opportunity is here to apply a preventive strategy to the emerging problems of our increasingly urbanized community. The time to act is now, not a decade or two hence. To wait is to invite disaster and repetition of the sorry debacle now being experienced by nearly every major city in the land."

Jensen listed as obstacles to the project finances, formation of a workable administration for an inter-agency facility and development of an educational program to meet the needs of both high school students and adults.

East Side Union students help with educational park study

(FOURTEENTH OF A SERIES)

East Side Union High School District students make up another sub-committee of the curriculum committee of the Educational Park Study. They met several times during the spring and suggested a pilot project; they are now meeting on a regular basis to consider a variety of topics dealing with curriculum. Scot Stilwell of Andrew Hill high school chairs the students' curriculum sub-committee.

During the spring semester, the students suggested that a group of students be turned loose to create an "optimum" high school based on the educational park idea.

The group selected to work on this were members of a guideroom at Overfelt High School. The group had a difficult time getting underway and did not complete the job they set out to do, primarily due to lack of time. Their main emphasis was to suggest a greater variety of electives for students to take as juniors and seniors, a suggestion that fits well into the concept of an educational park.

The current group of students is looking into seven areas within the broad definition of curriculum (everything that happens at school), discussing the areas and making recommendations about them. Food service was intensely discussed, and a lengthy discussion held with Thomas F. Collins, assistant superintendent-business services. Student recommendations in this area will be forthcoming shortly.

The other topics to be discussed by the students should prove quite interesting. One topic is school spirit and the necessary steps to build or insure school spirit in a complex such as an educational park. Closely related to this is the subject of student government and the general problem of student voice in the school.

Related to the Educational Park Study, the students will consider such questions as what the impact of student opinion in the day-to-day operation of the school should be, what the structure of student government should be in a complex such as the Park Study suggests.

The students will explore their concept of the qualities of a good counselor, what a good counselor should do, and the implications of this for the educational park. The teaching staff will be the subject of a similar discussion. Hopefully, some interesting and useful insights will result from this aspect of the students' activity.

The final two points the students wish to study demonstrate their concern for teaching methodology and for many of their fellow students. As a group they wish to study the "learning to learn" concept, its strong points and weaknesses, and its relationship to existing and future curriculum.

The students are particularly concerned with the non-involved student. The desire here is to bring the non-involved students into the mainstream of school life, to make school meaningful for them and to aid them in becoming active participants in the school.

The students' curriculum sub-committee has indeed taken on a considerable task. However, the quality of students involved holds great promise for the outcome of their work.

Besides Chairman Stilwell, the committee is currently made up of the following students: Lou Barbaccia, Phil Barbaccia, Cnyhtia Mark, Laurie Woodside, Oak Grove High School; Rory Cantando, Margie Marcus, Tony Estremera, Sharon Wray, Piedmont Hills High School; Kathy Cardoza, Brent Colwell, Ben Gross, Pam Weisgerber, Samuel Ayer High School; Sue Johnson; Ron Yonekawa, Bill Zavlaris, James Lick High School; Joan McGuire, Andrew Hill High School; John McMillan, Richard McMillan, Ayse Vurgun, Overfelt High School.

Board Gives It Tentative Approval

San Jose News 11/14/67

E. San Jose Educational Plan Advances

An imaginative educational park proposal for East San Jose — a unique concept for California — won tentative endorsement from Santa Clara County supervisors today.

The massive project is seen as a coordinated joint-use facility for both schools and the public, ending the controversial "locked doors" isolation of schools from the rest of the community.

Without committing county money, services or plans, supervisors said they want to hear from their staff and have another meeting on the subject.

Frank Fiscalini, East Side Union High School District superintendent, wanted to know if the county is interested in making services of its agencies available to East Side residents through the inter-agency complex.

These, Fiscalini said, could include "educational, cultural, recreational and social services components."

The educational park could bring together, school officials said, a massive high school of 3,000 to 5,000 students, and a joint-use library, theater, cultural center, recreational and athletic facilities park and social service and other educational facilities into a coordinated project open to all.

The Educational Park Study in the East Side Union High School District is an 18-month project for East San Jose funded with an $88,077 federal grant.

The Inter-Agency Cooperation and Community Relations Committee, a group of civic leaders and citizens chaired by Mayor Ron James, is studying the feasibility of the proposal.

The committee includes Board Chairman Sam P. Della Maggiore and Supervisor Charles A. Quinn, both representing the East Side.

Henry Jensen, school district study director, told Supervisors the educational park can only be found in two points in North America, in Canada and in Florida.

He noted the 1967-68 East Side district enrollment of 11,000 in eight schools will grow to nearly 33,000 in 18 schools by 1985. Elementary pupils are enrolled in nine different districts.

"The educational park concept is new in American education, having been generated in the mid-1960s as a response to the rapid deterioration of quality in urban school systems," school officials said.

Noting the emphasis on clearing avenues of communication among various East Side ethnic groups, the school delegation said:

"De facto segregation is not a current problem, but promises to develop unless bold and constructive steps are taken."

The study is considering a model complex with these features:

—A secondary school complex to serve an enrollment of 3,000 to 5,000 ninth through 12th grade pupils.

—Decentralized "schools within a school" organized around a core of shared, specialized facilities.

—An educational environment which places a premium on the development of the student as an individual, through intensive career guidance programs, individualized instruction, interdisciplinary teaching teams, specialized courses and the most advanced instructional materials and equipment available.

—Cultural and recreational facilities available to the entire community on a year-around basis.

—Social services components provided by existing city, county and private agencies, organized so as to provide needed services effectively and economically.

Tues., Nov. 28, 1967 8Z San Jose News

For East Side District

School Plan Pushed

The East Side Union High School District's possible educational park development has been endorsed in concept by the City Council, which instructed City Mgr. A. P. Hamann to confer with district officials about the kinds of city services and facilities that might be included in the project.

The Council endorsed the project's concept Monday after presentations by District Supt. Frank Fiscalini and project director Henry Jensen.

The study, which will be completed by next June, centers on possible development of a high school that would combine educational, cultural, recreational and social service facilities and programs to serve not only the student body of perhaps 5,000, but the whole East Side community as well.

Fiscalini said the primary goal of the project would be to maintain the quality of education provided by the district.

"This is a preventive approach, not a program to remedy an existing problem," Fiscalini pointed out.

While the education park's student body — more than twice the size of any of the district's existing seven schools — would come from an identifiable attendance area, it would be large enough to cut into the attendance of other schools, some of which are beginning to show a heavy student population from Mexican-American and Negro groups.

Hamann said he sees the proposal — whose feasibility is the target of the present study — as the "only solution to the problem," and a way to do a better job for all the taxpayers.

Want Welfare Buildings

MAYFAIR
11/22/67

Eastside Crowd Mobs Supervisors

Board of Supervisors chairman Sam Della Maggiore doesn't know what missed him when he showed up at a meeting called by the board to hear pleas for an Eastside medical facility and welfare building.

After a long session in which nearly 100 supplicants for the facilities were heard, Della Maggiore adjourned the meeting with little promise for the facilities given.

Prior to the adjournment 3rd District Supervisor Charles Quinn said, "It's not that something hasn't been done, but that it hasn't been done fast enough." He started to talk about the Housing Authority but jeers and catt calls greeted his statements. He gave up, saying "I'm not going to try to talk with all this harassment."

Offers Bus

Quinn said later he had wanted to announce he will recommend that a "medi-bus" service be provided from the Eastside to Valley Medical Center and the main welfare building on North First Street.

Della Maggiore, a long target of welfare people, defended the county's accomplishments. "Look at the record and see how many welfare departments we have established," he said. Picking up his papers he said the audience's requests would be taken under consideration. Then he walked out of the chambers.

Crowd Angry

The crowd, angered, stormed toward the front of the room. One of them, Sal Candelaria, ran cursing to the stage and, as Della Maggiore disappeared through a door, viciously threw a plastic name plate at him. The name plate, belonging to County Cousel John Kennedy, missed as it crashed against the wall.

Prior to that explosion the meeting, though orderly, contained threats and overtones of violence.

A Negro boy, 11 year old Fred Hills, took the microphone and, after a hesitant start, looked the supervisors in the eye and said, "We do not beg for what we want. We fight for what we want--and we gonna get it!" Many in the audience rose to their feet and applauded.

Leave Room

Leaving the room with Della Maggiore were supervisors Charles Quinn and Martin Spangler. Sig Sanchez who with Ralph Mehrkens remained, told the crowd he believed they would not get anywhere with a threatened sit-in or demonstration but that "reasoning together" would solve the problems. He claimed a proposed educational park on the Eastside would satisfy the needs in the area.

This was promptly refuted by Marie Johnson, a member of the Eastside's Educational Park blue ribbon committee, "At this time there is very little connection between the park and the welfare and medical facilities.' she said.

Plan Pickets

The crowd, exhorted by Sophie Mendoza, Candelaria and San Jose State College student Elens Hernandez, remained long after the meeting and planned the picketing of the Handyman store on Willow street, of which Della Maggiore is part owner. They were aided in the planned boycott' by the Revs. Jerry Pence and Barry Verdi Episcopal priests of St. Mark's Community Parish on Cunningham Ave.

On Stage

Last person to speak at the hearing was Miss Hernandez who went up on the stage and said, "Tonight I have heard 'please' and I have seen tears in the eyes of sincere people. I'm not going to say 'please', I am going to 'demand.'" Turning to Della Maggiore, she said, "We demand! You say you have no money---but we're not talking money--we're talking people!

"I ask you right now--what are you going to do about it?"

San Jose Mercury 11/26/67

Education Park Plan Needs Due for Review by S.J.

The San Jose city administration today is investigating the kinds of services San Jose ought to include in the East Side Union High School District's plans for an educational park.

City Councilmen approved the plan Monday after District Supt. Frank Fiscalini and project director Henry Jensen outlined the plan.

Jensen is head of a study which will be completed in June. The district is exploring the possibility of combining educational, cultural, recreational and social service facilities on a single campus in East San Jose.

The campus would serve both the students — some 5,000 of them — and the surrounding community. It is proposed as one means of preventing de facto segregation from becoming worse on the East Side.

"This is a preventive approach," said Fiscalini. "It is not a program to remedy an existing situation.

The service area of the educational park would be large enough to cut into the service areas of schools which are beginning to show heavy concentrations of ethnic minorities.

Hamann said he sees it as "the only solution to the problem." The Council unanimously instructed him to confer with Fiscalini on what the city's role might be in the park plan.

In other business Monday the Council:

BRANHAM LANE — Granted a change of zoning from homes to neighborhood commercial for the south side of Branham lane 260 feet east of Carter avenue.

BLOSSOM HILL — Denied a request for office zoning on the northwest corner of Blossom Hill road and Clovercrest drive.

FOWLER ROAD — Denied an application for a change of zone from homes to apartments and neighborhood commercial for 7.5 acres on the north side of Fowler road 60 feet east of San Felipe road.

SAFETY PATROL — Instructed City Atty. Ferdinand Palla to draft an ordinance making the School Traffic Safety Committee responsible for granting or rejecting citizen's requests for school crossing protection, without appeal to the Council.

PARK HOURS — Approved a request for the concessionaire at Alum Rock Park to remain open from 8 a.m. to 5 p.m. between Nov. 1 and Feb. 29.

SEWER — Granted Sanitation District 4 a sewer connection to serve Western Microwave's proposed $2 million facility on Hicks road near Camden avenue.

29 Tues., Dec. 5, 1967 San Jose Mercury

Educators Praise 'Education Park' Under Study Here

By SAM HANSON
Mercury Education Writer

The education park, now being studied by East Side Union High School District, has been called "the boldest plan yet to integrate urban schools" by a noted New York educator.

Dr. John H. Fischer, president of Teachers College, Columbia University, expresses his views in a booklet recently published by the U. S. Commission on Civil Rights.

In the booklet, "Education Parks," Fischer and five other nationally known educators appraise this new school concept.

Other authors of papers in the booklet are John I. Goodlad, dean of the graduate school of education, UCLA; Francis Keppel, chairman of the board of directors, General Learning Corp., New York City; Dan C. Lortie, associate professor of education, University of Chicago; Neil V. Sullivan, superintendent of schools in Berkeley, and Paul Davidoff, chairman of the department of urban planning, Hunter College, New York City.

Plans for the education park envision new and larger complexes of structures, especially designed for a diversity of student and teacher backgrounds and teaching techniques.

In proposals being studied in San Jose, the education parks would also include a variety of public and private agencies to provide services needed by the community.

Education parks now being considered in other parts of the country would accommodate student populations of from a few thousand to as many as 30,000. Attendance areas would consist of a whole city, part of a city, or a number of large sections within a metropolitan area.

For example, Fischer depicts the park as "the largest educational institution ever established below the collegiate level and the first planned explicitly to cultivate racial integration as an element of good education."

He warns, however, that the education park is no panacea but that failure to provide it or to invent an equally promising alternative will result in continuing "to deny a high proportion of our citizens the indispensable means to a decent and productive life."

Much concern has been expressed about the impact of the huge size of the education park on students and teachers.

In the booklet, Lortie declares that parks planned with the help of teachers would afford special opportunities for them in several respects.

"The education park could provide a laboratory for student teachers who would have the opportunity to observe a greater variety of teaching styles than are possible in a conventional school," Lortie writes.

Educators who have studied the issue of the impact of the parks on students argue that properly organized parks would permit more attention to be paid to the needs of the individual student through more counseling, greater flexibility in grouping students and more efficient use of the abilities of the individual teachers.

Fischer believes that the education park could be organized as a self-contained system with its own autonomous board which would make it possible for citizens in a section of a larger community to have a direct, effective voice in the affairs of a school serving their area.

In his paper, Goodland writes that the "educational park is a modern version of the community school, serving a wider range of functions. Ideallly, it both caters to the cultural and recreational interests of entire families and dispatches its academic responsibilities to the school age population. Strategically located so as to cut across both racial and socioeconomic ghettos and former school boundaries, the educational park offers potentiality for the kind of population mix that uncontrolled progress appears to be rendering obsolete."

Goodland says if educational parks are to accomplish their mission and avoid resegregation in ostensibly desegregated schools, they must use new practices such as nongraded instruction and team teaching.

Keppel says nongraded instruction and team teaching might help solve the problem of size if these techniques are tied to the new educational technology and linked with teacher preparation and retraining.

Keppel calls the new computer technology ". . . a promising promising in the diagnosis tested instrument for individualized instruction particularly larly promising in the diagnosis and solution of the education problems of the disadvantaged."

"From the start the educational park will have to be planned in collaboration with universities and colleges and probably should serve as a center for teacher preparation and training," Keppel said.

Sullivan viewed the education park as a "promising avenue of attack" on de facto segregation and suggested that it might be considered for racially homogenous districts as well because of its potential for upgrading the quality of education.

Education parks, he said, should be located so that they will be readily accessible to all racial groups to improve the opportunities for bringing together students of different races, ethnic groups, social, economic and cultural strata.

Sullivan said this concentration of students would permit more effective utilization of staff specialists and more economical use of highly specialized, expensive equipment and facilities such as gymnasiums, libraries, cafeterias and auditoriums.

Several cities are currently in various stage of developing education parks. Nova School in Fort Lauderdale, Fla., is in operation. Others in various stages of planning in Syracuse, New York, and New York City, East Orange, N. J.; Pittsburgh and Philadelphia, Pa., Baltimore, Md.; Berkeley and Sausalito.

"Education Parks" is the second of the commission's publications resulting from its study, "Racial Isolation in the Public Schools," published last February. The first, "Schools Can Be Desegregated," was a brochure outlining the various techniques of desegregating schools. The commission is an independent, bipartisan, fact-finding agency established by Congress in 1957.

East San Jose SUN/ December 6, 1967/ page 5

A TIME FOR BOLDNESS

Adult education at the ed park

The Educational Park, whose feasibility is now under study by the East Side Union High School District, is viewed as an excellent location for adult education programs.

The Metropolitan Adult Education administrative council, at its November meeting, recommended that adult education facilities be established as an important segment of the proposed school-community complex. The recommendation was supported by the following statements of need:

Permanent administrative facilities are needed in each of districts comprising the Metropolitan Adult Education Program, These include Campbell and East Side High School districts and Santa Clara and San Jose Unified School Districts and Santa Clara and San Jose Unified School districts.

The education of adults is not only compatible with the Park, but is one of the essential elements in providing a multi-agency approach to community problems.

--Adult education teaching facilities are needed for daytime use; and, there is, at present, a significant toward full-time day operation of adult education facilities to provide skill training and basic education.

--A child care cent is a necessary part of the facilities to allow parents, particulary mothers, to participate in needed daytime adult education.

--The requests and needs for daytime adult education are the leasing of portable and the spasmodic utilization of classrooms available in existing buildings.

--Adult *education facilities* designed to use modern teaching technologies are not available.

--A cultral center to include a small theater of approximately eight hundred seats is a nonexistent, but required, element in the social development of the community.

San Jose Superintendent George M. Downing and his staff recognize the importance of having in each of the four districts, permanent adult education facilities to include classrooms and facilities available for day-time use and also administrative headquarters.

The area in the East Side could best be served by including these facilities in the proposed Educational Park. An instructional service unit which could accommodate day-time instruction, staff meeting areas, and working space for clerical and administrative staff would make it possible to give greather attention to the Adult Education needs of this area.

East San Jose SUN/ December 13. 1967/ page 7

Another challenge to education park planners

By Elaine Levine
SUN Staff Writer

Mexican-Americans from three groups joined forces to present strong recommendations to the blue ribbon advisory committee of the Educational Park Study. The presentation was inspired by a similar one made on behalf of Negroes last month by the NAACP.

The blue ribbon committee will consider the report at its next meeting on Jan. 5.

The report's recommendations, presented by Alfredo Garza, president of the Mexican-American Political association (MAPA), presented "in the spirit of cautious optimism, the following constructive recommendations:"

More Mexican-American teachers must be hired in the district, and Mexican-Americans to encouraged go to college to become teachers.

--More Mexican-Americans should be included in top positions in the school, including a director to help families with educational problems "which no one is paying attention to at the present time."

--Counselors should know more about the students' home life and hold conferences at home. They should also be able to speak Spanish and serve "largely as a school social worker." The report objected to "tracking" methods in the high school in which the student is geared for a college preparatory or vocational program.

--Teachers should get to understand the Mexican-American as well as the students and administration. "Curricuium materials must be utilized which depict the positive contributions to America by members of this ethnic minority. It is our suggestion that the EPS actively seek to acquire all the written materials by Mexican-Americans that treat subject matters which the students must undertaken.

"It is essential that all administrators understand the Spanish language," the report added.

"It is essential that the EPS destroy the barriers" to equal opportunity in education for the Mexican American, the report concluded.

Besides MAPA, the other contributors to the report were members of the Community Service organization (CSO) and the GI Forum.

A TIME FOR BOLDNESS

'Involve' the students and parents, says intergroup subcommittee

One of the most active committees in the East Side Union High School District's Educational Park study is the Inter-Group Relations Committee, headed by San Jose attorney Edward Alvarez. On December 1, the committee presented its report and recommendations to the study's blue-ribbon advisory committee.

The report endorses the educational park concept for the following reasons:

1. It would provide a source of community pride and identify for the Eastside.
2. It would provide an atmosphere that would engender better communication and closer harmony among all socio-economic and ethnic groups.
3. It would broden and enrich the educational opportunities for both youth and adults in the community.
4. It would facilitate a coordinated effort by social agencies and community organizations in solving the human problems of Eastside residents.
5. It would be instrumental in preventing de facto segregation in the high schools.

The Committee made five recommendations to be considered in developing the educational program of the proposed educational park. These are as follows:

Programs designed to increase dialogue and understanding among parents, students and teachers in an effort to break down communication barriers between youth and adults.

Involving students in decision making in areas that effect them directly, such as the behavior and dress code. The Committee feels the vast majority of students are responsible. Such programs will not only encourage and support their responsibility, but will be a valuable means of developing a basis for real communication between and among the students themselves.

Active efforts to bring parents into a more positive relationship with the school, through increased use of parent volunteers, teacher sides (semi-professional) and school - community liaison workers drawn from the community. These efforts are especially important for low income and minority group parents.

The concept of counseling must be broadened. The frequency of contact between all students and their counselors should be increased, so that counselors can be more aware of students' aspirations and personal as well as educational problems. The crucial role of the teacher in the guidance process should be recognized. Counselors, in addition to their work with individual students, can serve as resource personnel to teachers.

The employment of additional minority group teachers. This will provide not only the needed models for minority group students but an equally needed means of breaking down sterotyped attitudes often found in the school and the community.

The Blue Ribbon advisory committee will consider the report's recommendations in drafting its own report to the district's board of trustees in the spring of 1968.

SUN - February 7, 1968

Selection is blocked

Educational Park site still unsure

By Elaine Levine
SUN staff writer

Where will the East Side's super high school be located?

That question, considered by the educational park blue ribbon advisory committee Friday night, is still unanswered, as the site selection was blocked by Negro and Mexican-Americans.

The disagreement seemed to boil down to whether or not the three high schools-in-one will be located in the minority neighborhoods or farther out in uninhabited lands of Berryessa where 120 acres is still readily available.

Led by Mrs. Arthur Johnson, NAACP chairman, the Mexican-American and Negro minorities got themselves appointed to expand the site selection committee. The augmented subcommittee will hire a consultant and report back to the blue ribbon committee next month.

Ed Teresi, a county planning commissioner, presented the report. Other site committee members were Supervisor Sam Della Maggiore, chairman; John Guisto, city planning staff; M.B. (Pete) Petrick, of the Greater East San Jose Homeowners Council; Warren McCord, county planning staff, and Ray Bold, civil engineer. The last two were not at the meeting Friday.

Six sites were analyzed in the attendance area defined roughly by an oblong from Story and Coyote creek on the south and west, and Capitol avenue and the Penitencia creek on the east and north.

They were, in the priority order determined by the subcommittee:

1. East of Capitol avenue and south of Penitencia creek (where district offices are now located).
2. Mabury road and Jackson avenue.
3. Tully road and McLaughlin avenue.
4. Quimby road east of White road.
5. San Antonio street west of King road.
6. San Antonio street west of Jackson avenue.

The two top rated sites were both located north of McKee road and away from the "poverty pocket" south of McKee road to be served by the proposed educational park.

Mrs. Johnson read a prepared statement in which she said the proposed sites not necessarily contribute to the goals of the educational park, those of improving communications between minorities and the white majority and providing compensatory educational, social and cultural advantages to minorities.

The study had been in the hands of the blue ribbon committee only a week," an insufficient length of time to make a decision", she went on, and suggested the study be delayed.

Educational advantages of the park could be negated by a poor choice of site, Mrs. Johnson said. Instead of busing minority students out of the poverty area, it might be better to bus white students into the poverty area.

"It would raise the self-esteem of these students to bring the facilities to him," she declared. "We need to have persons sensitive to these needs consider the sites."

Teresi said such factors were considered by his committee. No other feasible sites of the necessary 120 acres could be found, he said.

The two Mayfair sites were not top rated, he explained, because they would involve tearing down some existing homes and other buildings, both an expense and a relocation problem.

"I never said the park had to be located in the Mayfair," Mrs. Johnson said.

Superintendent Frank Fiscalini pointed to current studies which indicate ghetto children do not benefit when they are kept in ghetto schools, no matter what improvements are made.

Milpitas school trustee Gilbert Brooks insisted the committee was "missing the point". Site selection is unimportant, he said, developing an innovative curriculum is the most urgent need for existing schools. What, for example, is going to happen at Overfelt, he asked?

Some of the innovations are already being incorporated in curricula of existing schools, he was told.

And for areas south of Story road, another educational park site feasibility study will be necessary, Fiscalini said.

Blue ribbon committee chairman named Mrs. Johnson, Brooks, Lino Lopez, Mexican-American project director, and Edward Alvarez, an attorney, to represent minorities on the augmented sites subcommittee.

They will consider selection of an outside consultant at the first meeting this week.

East San Jose SUN/ March 6, 1968

New lineup of 'super high' sites

By Elaine Levine
SUN staff writer

The director of the state department of compensatory education will talk to local citizens trying to decide on the site of the East Side's "super" high school.

After Dr. Wilson Riles concludes his speech Friday night at Mt. Pleasant high school, the new site selection committee will present another ranking of the controversial proposed sites.

One of the demands of minority groups when the original sites study was presented last month to the educational park's blue ribbon advisory committee was the hiring of an "outside consultant".

Two consultants from the department of compensatory education met with the site committee on Feb. 19. The consultants, Frederic Gunsky and Julio Escobedo, told the site committee that location didn't make a difference in education, but if the community felt it was important, it should be considered, Henry Jensen, educational park study director summed up.

EAST WIND

No French hens on police list

By Floyd Carlson

Henry Jensen speaks

Henry Jensen, director of the East Side's educational park study, called in to say he hoped a recent column about "blue ribbon" committees was not directed against his big group. Henry agreed with the column's point that too often big-name members of these committees do not function.

"But," said Henry, "I think our committee has a deeper level of commitment than most of these groups." He said, while attendance records have not been kept, he thought about one-half of the committee attended the sessions, which are held monthly. Sub-committees meet more often.

He said members such as city manager Dutch Hamann, Mayor Ron James and county executive Howard Campen did not attend but sent representatives. Some others do not attend, in person or by proxy.

Jensen said he was going to compute attendance figures and hours spent on the Eastside study. Blue ribboners have spent about 1,000 man-hours during the first year, he said.

SAN JOSE NEWS - APRIL 22, 1968

Postpone blueribbon meeting

The once-postponed meeting of the East Side high school district's blue ribbon advisory committee to the educational park study has been delayed again.

The reason was Dr. Wilson Riles, state director of compensatory education, couldn't make his scheduled appearance Friday before the committee. The site selection subcommittee has decided to hear Dr. Riles before coming to a decision on the site selection, the major controversial point on the proposed super-high school.

No definite date has been determined, Henry Jensen, park study director, said Monday.

Education Park At S.J.?

An educational park for East San Jose is among master's projects to be exhibited by Stanford University graduate students in architecture at the University Art Gallery April 25 through May 12.

Also included are a Los Gatos church plan model, a pedestrian apartment community for Alcatraz Island, low cost student housing at Stanford, a Monterey yacht club and an elementary school in Buenos Aires.

Victor Lee of Tucson, Ariz., is the student architect for the East San Jose educational park.

Lee's park is meant to relieve some of the pressing problems of the day: de facto segregation, lack of community focus and pride, insufficient quality education, overlapping and scattered public facilities and programs.

'Super high' site ratings unchanged

By Elaine Levine
SUN staff writer

East San Jose SUN/ April 16, 1968/

Will the big, experimental, education park be in the Mayfair or an undeveloped area of Berryessa?

The controversy over the location of a proposed "park" (to house three high schools and other related community facilities) will probably go to the East Side high school district board of trustees next month.

In a reassessment, of available sites for the 120-acre park a sites subcommittee, augmented by Negroes and Mexican-Americans, came up with the same sites on top as before, reported Ed Teresi, subcommittee chairman.

The blue ribbon advisory committee, however, decided to accept the report as a tabulation of ratings.

Heading the list were sites in the vicinity of Mabury road and Jackson avenue, and east of Capitol avenue and south of Penitencia Creek road (which would include the present district offices). Both are still relatively undeveloped areas.

Preferred by some members of the subcommittee were sites on San Antonio street west of King road or San Santonio street west of Jackson avenue, both more accessible to neighborhoods where minority group are dominant.

Mrs. Marie Johnson representing the NAACP, said in separate comments, "human factors" should be considered.

"Is it more advantageous and acceptable to transport minority students to the majority community or vice versa--to transport majority pupils into, or near the minority neighborhood?"

The question remained unresolved after a blue ribbon advisory committee meeting Friday night.

Meanwhile, the committee is approaching a May deadline to submit the whole study to the school board.

Comments on a final draft will be solicited by park study director Henry Jensen before April 22 and another meeting of the committee to iron out final wrinkles is set for April 26.

If the Capitol avenue site is chosen for the educational park, Allan M. Walter will be its architect.

Walter was selected as the designer of the buildings to be placed on the site, whether it is an regularly-sized school or an educational park complex.

6 Monday, May 13, 1968 San Jose Mercury

EDUCATIONAL PARK

School Plan Backed By Della Maggiore

Sam Della Maggiore, seeking re-election as Supervisor in the 2nd District, is in favor of the "Educational Park Concept" in the East Side Union High School District.

Della Maggiore, speaking recently before a group of Willow Glen homeowners and businessmen, called the educational park concept "one of the most exciting educational programs to come along in a long time. It will insure the opportunity of a better education by providing the best teachers and facilities available."

He said that during the campaign he is going "to stress one issue and one issue alone — the record." Della Maggiore has been on the Board of Supervisors since 1952.

"We have been rated the best assessed county in the state, the county with the best public works department, the county with the best health department," he said.

He said that the board owes it to the taxpayer to minimize waste and "to deliver the very best for every tax dollar received.

"We can never let up in our efforts to develop programs which will provide able bodied welfare recipients with the tools and the incentive to enable them to work themselves back into the mainstream of society," Della Maggiore added.

The 57-year old incumbent pointed out that the people, elected representatives, and the supervisors have worked together to develop "an impressive string of parks and recreation areas which have made us the envy of the state."

He is married to Aldina Della Maggiore and is the father of two sons. He has five grandchildren. Della Maggiore is affiliated with the Native Sons of the Golden West, San Jose Elks, Knights of Columbus, Eagles, Italian Catholic Federation, and Mt. Hamilton Grange.

He is a rancher, former teacher and coach, and partner in a lumber company.

SAM DELLA MAGGIORE
. . . Cites His Record

SUN - June 5, 1968

Education park topic for board

East Side high school trustees will talk tonight (Wednesday) about the educational park for the first time since a "blue ribbon" study was inaugurated more than a year ago.

The study, recommending a super high school with as many as four regular high schools on one site, is on the school board agenda.

If the school board decides to take up the committee's recommendation to build an educational park, it will have to determine the site. The committee, after several heated discussions, failed to come to an agreement on the location.

The meeting is at Lick high school library at 7:30 p.m.

APPENDIX G

BROCHURE
"The East San Jose Educational Park Study--
A Preventive Strategy"

EDUCATIONAL
PARK STUDY

THE EAST SAN JOSE EDUCATIONAL PARK STUDY — A PREVENTIVE STRATEGY

EAST SIDE UNION HIGH SCHOOL DISTRICT
Frank Fiscalini, Superintendent

12660 North Capitol Avenue
San Jose, California 95133
(408) 251-0570

What is the Educational Park Study?

The Educational Park Study (EPS) is an eighteen-month project to determine the feasibility of an educational park for East San Jose. EPS is funded in the amount of $88,077 under Title III of the Elementary and Secondary Education Act. The project, administered by the East Side Union High School District, commenced on January 1, 1967 and is scheduled to terminate on June 30, 1968.

Setting for the Study

The East Side Union High School District encompasses 180 square miles in the northeast section of Santa Clara County, some 50 miles south of San Francisco. Most of the District's 150,000 residents live in an area 20 miles long and six to eight miles wide, bounded on the west by U.S. Highway 101 and on the east by the Mount Hamilton Range. The population is diversified, with the majority of the people in the average to below-average income groups. The District includes agricultural, manufacturing and suburban zones.

Because of its rapid transition from rural to suburban status, the East Side is lacking in cultural and recreational facilities. There are few libraries or recreation areas, and no museums, art galleries, crafts centers or performing arts centers. In short, the East Side lacks the amenities taken for granted by most suburban communities. The community needs a focal point for learning and enjoyment which will also create a sense of civic pride.

The 1967-68 enrollment of 11,000 (9-12) in the District's eight schools will grow to nearly 33,000 in 18 schools by 1985. Elementary pupils are enrolled in nine independent districts.

In the fall of 1966 the ethnic ratios in the District's schools were as follows: Caucasian — 63%; Spanish surname — 30%; Negro — 4%; Oriental — 2%; Other non-white — 1%. Many of the Mexican-American students come from bilingual homes. Total minority group percentages in individual schools range from 26% to 59%. The prospect for even greater imbalance creates a sense of urgency in the development of preventive strategies. In one school, for example, the Negro enrollment grew from 3% to 8% in two and one-half years. De facto segregation is not a current problem, but promises to develop unless bold and constructive steps are taken.

The Educational Park Concept

The educational park concept is new in American education, having been generated in the mid-1960's as a response to the rapid deterioration of quality in urban school systems. The several models currently under study throughout the nation show considerable variety. In many of the larger and older cities they are viewed as **remedial** approaches to the educational blight associated with de facto segregation. All such models have one basic element in common: the creation of a school complex to serve a much larger group of students.

East San Jose, because it is still an expanding community, has the unique opportunity to develop a strategy essentially **preventive** rather than remedial. The model under study in the EPS has these features:

- A secondary school complex to serve an enrollment of 3000 to 5000 students in grades 9-12
- Decentralized "schools within a school" organized around a core of shared specialized facilities
- An educational environment which places a premium on the development of the student as an individual, through intensive career guidance programs, individualized instruction, interdisciplinary teaching teams, specialized courses and the most advanced instructional materials and equipment available
- Cultural and recreational facilities available to the entire community on a year-round basis
- Social services components provided by existing city, county and private agencies, organized so as to provide needed services effectively and economically

Quality of the educational environment is the primary criterion. Achievement of balance in the social and ethnic make-up of the student body is viewed as a needed concomitant in such an environment rather than as an end in itself.

EPS Action Framework

Philosophically, EPS is based on the belief that concerned and enlightened citizens can make wise decisions regarding the future of their community and its educational system. Therefore, an intense degree of community involvement has been built into the Action Framework of EPS. People from all segments of the community are included on the study's 11 committees.

Over-all direction and support for EPS is provided by a Blue Ribbon Advisory Committee composed of 33 leaders in education, local government, business and civic organizations. This committee will make appropriate recommendations to the body with the ultimate decision-making power: the Board of Trustees of the East Side Union High School District. A Task Force Committee coordinates the efforts of five action committees and assists in planning the phasing and deadlining of the study.

The action committees include: (1) Inter-Agency Cooperation and Community Relations, (2) Educational Specifications, (3) Park Specifications, (4) Inter-Group Relations, and (5) Curriculum. The Curriculum Committee has four active subcommittees: Students, Parents, Teachers and Administrators.

Ad hoc committees will be established as needed. EPS staff members serve as resource and coordinating personnel for the committees. A staff person is always present at any committee meeting. Committees meet at intervals ranging from two to four weeks. Staff members and committee leaders meet with neighborhood groups and community organizations.

Project LODESTAR

The curriculum for the educational park schools will be based in part upon the work currently underway in the District's Project LODESTAR. Funded by the Kettering Foundation, LODESTAR is examining all facets of secondary education in an effort to devise curricula appropriate to the demands of the time — in short, to develop "Tomorrow's High School."

EPS Staff

A full-time director is responsible for providing coordination and leadership for the study. Curriculum phases are administered by a full-time associate director. The Superintendent and his staff contribute portions of their time to the project. Funds for consultant help are included in the project budget. EPS employs a full-time secretary at its office, located in the District's Education Center.

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EAST SIDE UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES

Jack E. Bariteau
John D. Dawson
Alister McAlister
Ben Rodgers
John J. Walsh

ADMINISTRATIVE AND SERVICE PERSONNEL

Frank Fiscalini, Superintendent
William P. Baker, Deputy Superintendent
Thomas F. Collins, Assistant Superintendent, Business Services
Edmond Alliguie, Director of Planning
John A. Barr, Consulting Psychologist
Mrs. Helene Belz, Consultant-Coordinator for the Mentally Gifted
James Doyle, Special Programs Director
Henry C. Jensen, Director, Educational Park Study
Guy C. Klitgaard, Associate Director, Educational Park Study
Louis R. Rose, Director of Personnel
Mrs. Marcella Sherman, Research Assistant, Project Specialist
William J. Sullivan, Director of Education

THE EAST SAN JOSE EDUCATIONAL PARK STUDY — A PREVENTIVE STRATEGY

This summary describes the Educational Park Study of the East Side Union High School District, San Jose, California. The study is funded under Title III of the Elementary and Secondary Education Act.

In previous studies the East Side Union High School District has identified seven major challenges facing American education:

- delineation of modern goals and institution of appropriate curriculum
- development of professional readiness for change
- provision for appropriate educational and career guidance
- adequate preparation for aesthetic appreciation and discernment in the use of leisure
- improvement of the national character
- deliberate, aggressive and forthright approaches toward solutions of problems for minority Americans
- adequate basic education

Dramatic opportunities for viable responses to these challenges are to be found in the educational park approach. It is our hope that East San Jose's Educational Park Study may make a contribution to the current forward thrust in American education.

Frank Fiscalini
Superintendent

Additional information may be obtained from:

Director, Educational Park Study
East Side Union High School District
12660 North Capitol Avenue
San Jose, California 95133
(408) 272-0900

EDUCATIONAL
PARK STUDY

EDUCATIONAL PARK STUDY

East Side Union High School District
12660 North Capitol Avenue
San Jose, California 95133

Frank Fiscalini
Superintendent

Henry C. Jensen
Director

Guy C. Klitgaard
Associate Director

TO:

Nonprofit Organization
U.S. POSTAGE
PAID
Permit No. 1162
San Jose, California 95133

APPENDIX H

ACTIONS OF CITY COUNCIL
and
COUNTY BOARD OF SUPERVISORS

EXCERPT FROM NOVEMBER 27, 1967, MINUTES OF THE
SAN JOSE CITY COUNCIL

EDUCATIONAL PARK SYSTEM

The Assistant City Clerk files recommendation of the Committee of the Whole that the concept of the Educational Park System be approved, that Paragraph 2 of the communication from the Superintendent of the East Side Union High School District be included in the intent to cooperate and that the administration resolve the details. Councilman Solari moves approval of said recommendation, seconded by Councilman Miller and unanimously adopted.

(Note: Paragraph 2, referred to above, is from a letter of October 24, 1967, to the City Council from Superintendent Frank Fiscalini. The paragraph is as follows:

> "To meet this objective, ['to explore the feasibilities and obtain necessary agency commitments for the cultural-recreational components of an education-community park'] we established the Inter-Agency Cooperation and Community Relations Committee. This committee, chaired by Mayor Ronald James, is composed of high level representatives from city and county departments and non-governmental social service agencies. In a series of ten meetings, held during the past six months, these representatives have expressed their views on the possibilities of their agencies' participation in such a complex."

EXCERPT FROM NOVEMBER 14, 1967, MINUTES OF THE SANTA CLARA COUNTY BOARD OF SUPERVISORS

TO WHOM IT MAY CONCERN:

The following is an excerpt from the minutes of the Board of Supervisors of the County of Santa Clara held November 14, 1967, Minute Book 48:

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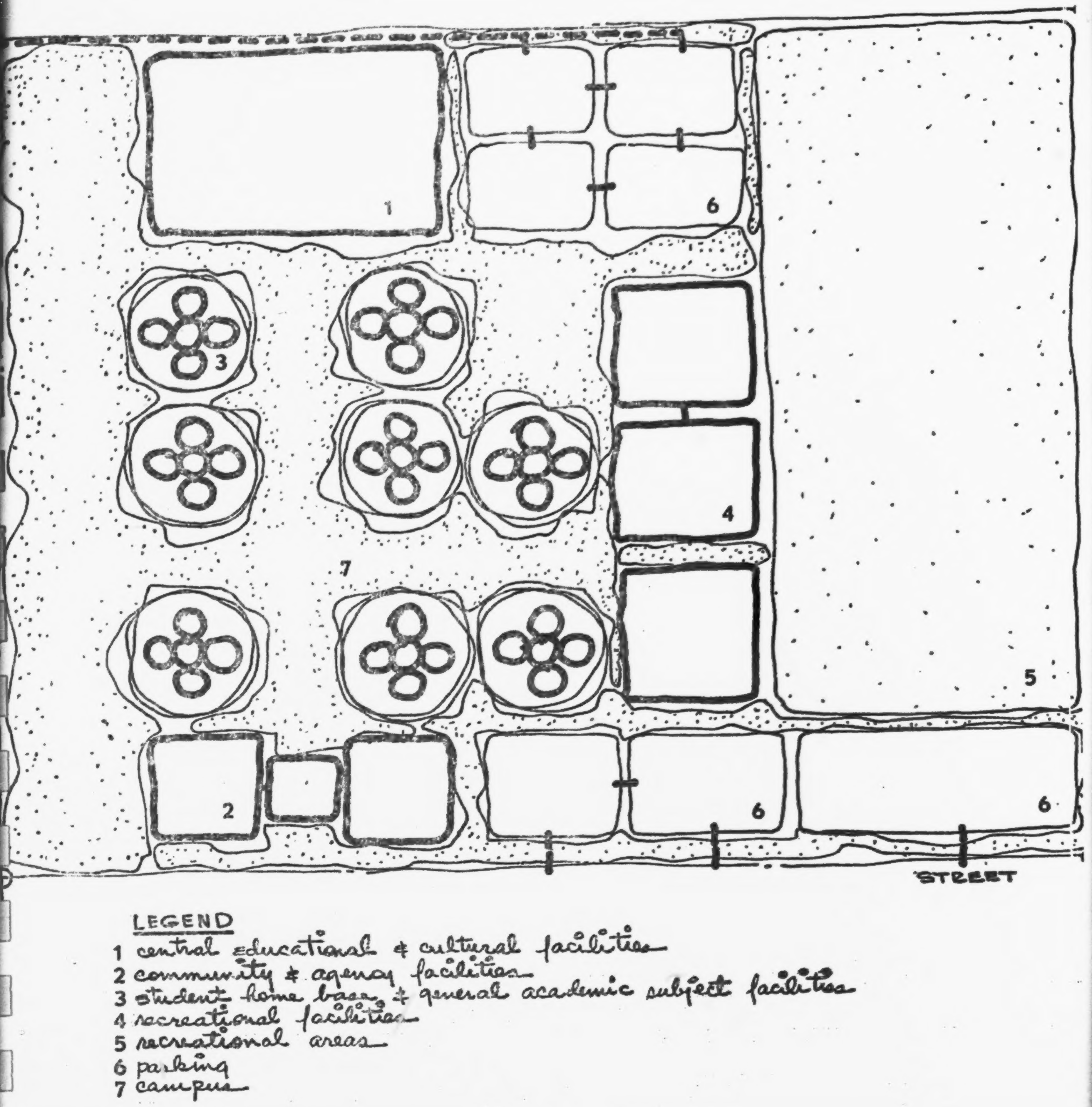
5. Mr. Frank Fiscalini, Superintendent, East Side Union High School District, addresses the Board in support of his letter dated October 24, 1967, relative to a study financed by federal funding which is being conducted by the District to explore the feasibilities and obtain necessary agency commitments for the cultural-recreational components of an educational-community park. Mr. Henry Jensen, School District Study Director, comments on the concept of this large complex which would provide more than educational services to people of all ages on the east side. Mr. Jensen advises that it is proposed that the educational park would include educational, cultural, recreational and social services components to include a 3,000 to 5,000 student high school, a joint-use laboratory, library, art gallery, theater, concert hall, recreational and athletic facilities, and social services to include services provided by the City and County agencies. Mr. Jensen advises that day care centers for youngsters are to be included in the park and facilities for the elderly are being discussed as well as some kind of public transportation. Mr. Fiscalini asks the Board whether it is feasible for the County of Santa Clara to participate in a project of this nature, and, if so, states that certain commitments involving both operating and capital improvements must be made. During general discussion Supervisor Della Maggiore suggests the staff bring to the Board a list of County services which could be included in the park and suggests that another meeting be arranged to discuss the matter. Each Board member indicates his individual acceptance of the concept of an educational-community park. No formal action is taken.

ATTEST: JEAN PULLAN, Clerk of
the Board of Supervisors

APPENDIX I

SKETCHES OF PHYSICAL PLANT



LEGEND

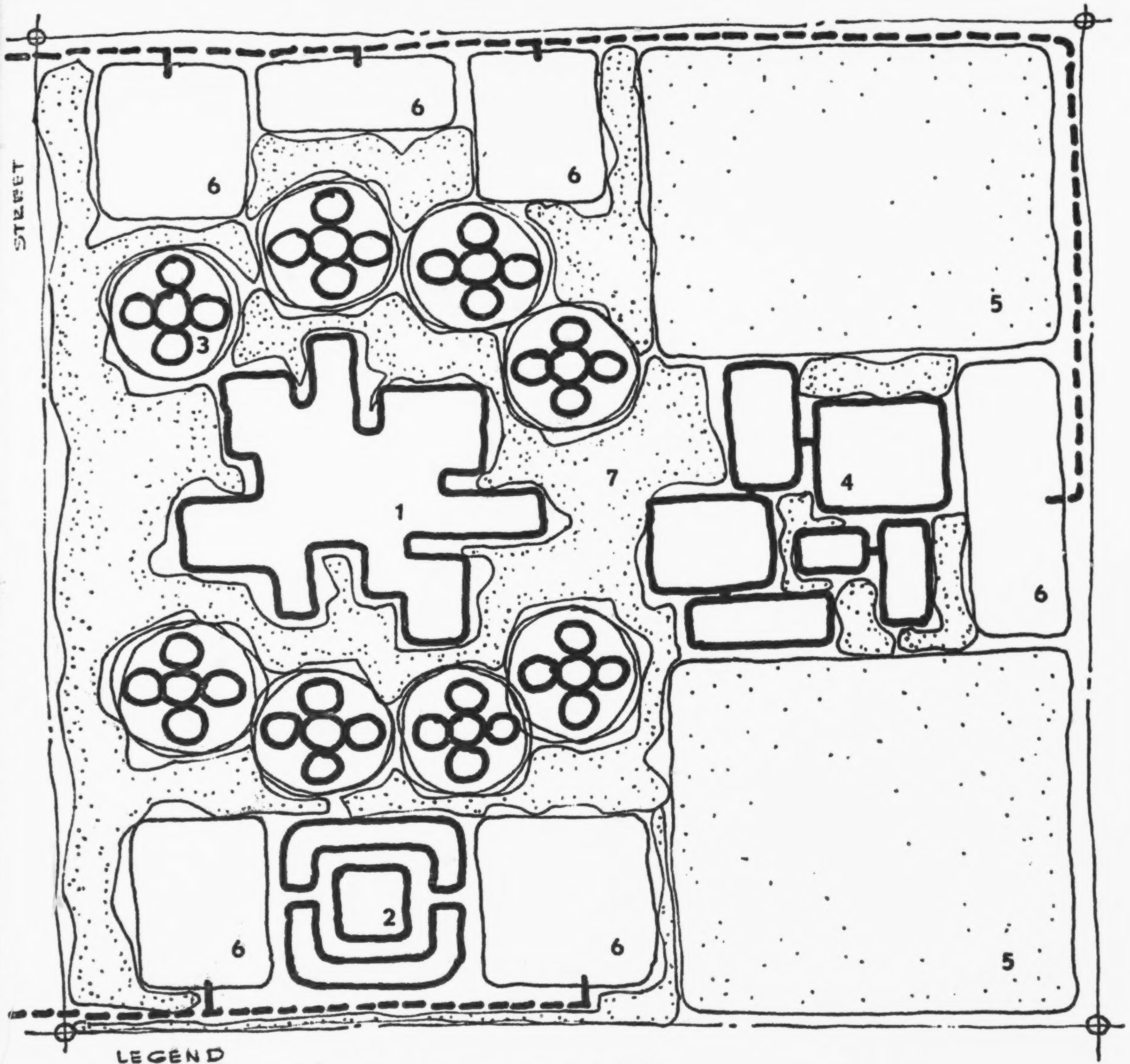
1 central educational & cultural facilities
2 community & agency facilities
3 student home base & general academic subject facilities
4 recreational facilities
5 recreational areas
6 parking
7 campus

EDUCATIONAL PARK STUDY
RECTANGULAR SITE

ALLAN M WALTER AND ASSOCIATES *inc.*
2060 clarmar way
san jose 28 california

drawn AMW
scale. NONE
checked
date. 4·5·68
job

EPS 1
of *shts.*



LEGEND

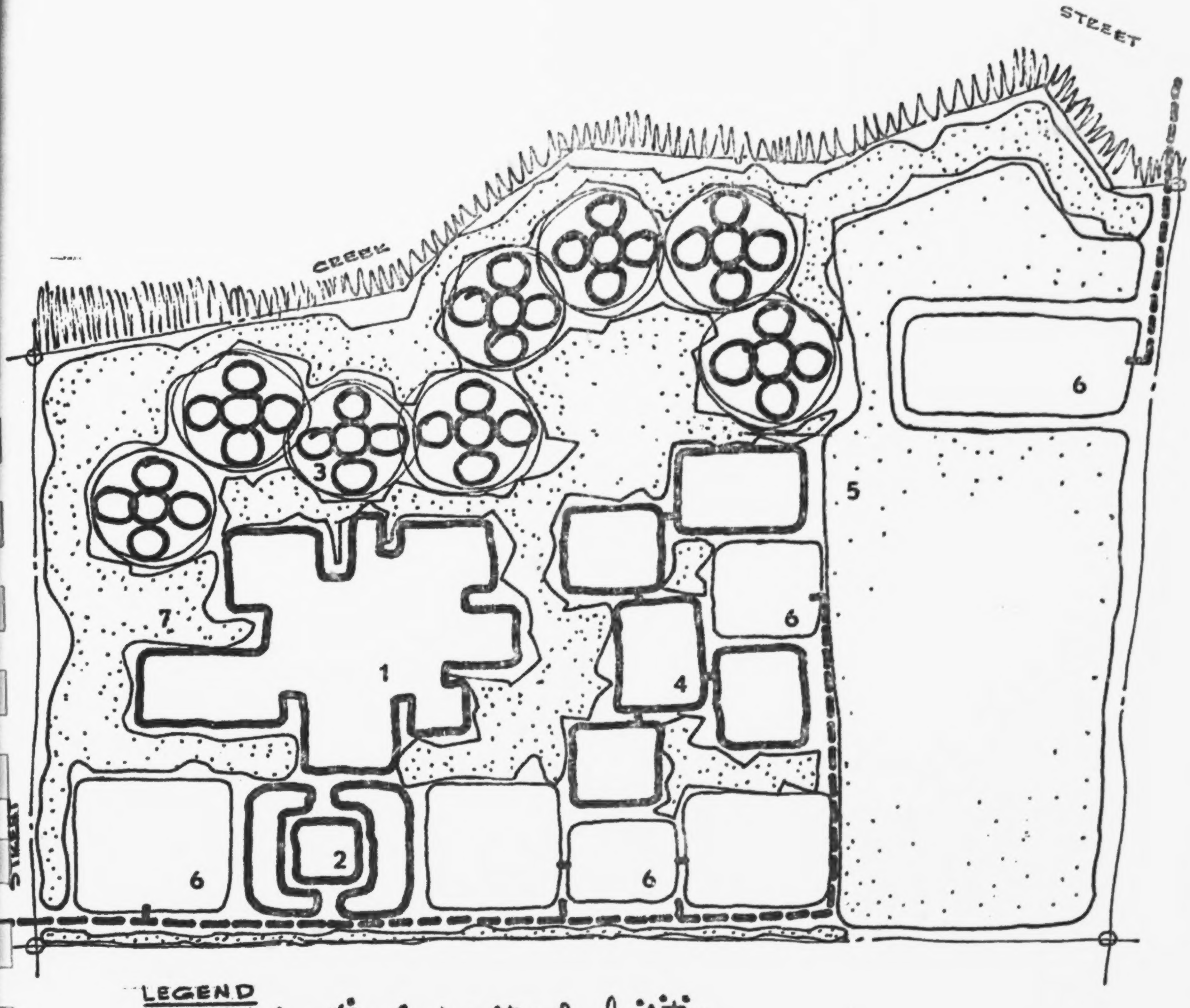
1 central educational & cultural facilities
2 community & agency facilities
3 student home base & general academic subject facilities
4 recreational facilities
5 recreational areas
6 parking
7 campus

EDUCATIONAL PARK STUDY
SQUARE SITE

ALLAN M WALTER AND ASSOCIATES *inc.*
2060 clarmar way
san jose 28 california

drawn AMW
scale. NONE
checked
date. 4.5.68

EPS 2
of *shts.*
job



LEGEND
1 central educational & cultural facilities
2 community & agency facilities
3 student home base & general academic subject facilitees
4 recreational facilities
5 recreational areas
6 parking
7 campus

EDUCATIONAL PARK STUDY
SITE WITH CREEK

ALLAN M WALTER AND ASSOCIATES *inc.*
2060 clarmar way
san jose 28 california

drawn AMW
scale. NONE
checked
date. 4.5.68

EPS 3
of shts.
job

APPENDIX J

APPLICATION FOR CONTINUATION GRANT
PART II
&
PART III

PART II -- NARRATIVE REPORT

Application For
Continuation Grant

Identification:	East Side Union High School District 12660 North Capitol Avenue San Jose, California 95133
Project Number:	3130
Grant Number:	OEG-4-7-673130-1585
State:	California
Budget Period:	1/1/67 through 7/1/68

1(b) For planning activities, attach one copy of the results of the planning.

INTRODUCTION

The Educational Park Study was funded under Title III of the Elementary and Secondary Education Act for a term of eighteen months, January 1, 1967 to June 30, 1968. Only eleven months have expired. Considering the massive involvement of individual community members and agencies called for in the initial planning grant application, satisfactory progress appears to have been made toward achievement of specified project goals. Whether or not all specified and desirable goals will have been met by June 30th is difficult at this time to assay. Since the next date for project submission is not until July 1, 1968, we are forced to submit the present application with incomplete data available if we are to assure project continuity. We do this upon the recommendation of the Santa Clara County Supplementary Education Center and Dr. Donald Johnson, Title III Director, California State Department of Education. By the time grants are negotiated for this funding period, we will be in a better position to defend this application for a continuation grant since data documenting both our progress and our needs will be more nearly complete. This formal application for a continuation grant contains information concerning the present status of the project relative to stated goals and an indication of those steps which must be taken to bring the planning phase to a satisfactory termination.

A great deal is at stake in this project. Its results are certain to influence the course of educational planning in East San Jose for the next two or three decades. If the feasibility of an educational park is established, it will affect not only the educational program and related organizational structures but broad areas of community planning as well. The development of a multi-agency community center, for instance, has profound and long-term implications for the quality of community life in East San Jose.

PROGRESS TO DATE

The primary objective of the project is "to develop a total exemplary secondary education package that anticipates and combats the 'social dynamite' created by rapidly changing ethnic ratios within neighborhoods."

Instructional Strategies

The first of two component objectives is "to pilot a number of instructional strategies designed (a) to lower communication barriers between racial and ethnic groups, (b) to facilitate the transition (while increasing the possibility of success) from secondary school to the world of work and/or continuing education, and (c) to raise aspiration levels of economically and educationally disadvantaged students."

Following is a discussion of the activities of the Curriculum Committee and its sub-committees; pilot projects, both completed and in-progress, related to objectives (a), (b) and (c) above; a discussion of the evaluative instruments being developed; and an indication of what must yet be done to conclude these pilot projects.

The Curriculum Committee has addressed itself to suggesting and reviewing pilot strategies and to developing a broad policy statement for the Educational Park Study. A few key ideas from this statement are worthy of note. First the committee recognizes that education can help solve the staggering problems facing our society and that education must be bold and aggressive in attacking them. Another point is that the Park facilities and program must be such that they can readily adapt to curriculum change, since change seems to be at the heart of the educational process today. A third point considers teachers who are sensitive to their fellow human beings; a requirement for meeting the problems of today with any success.

Four Curriculum Sub-Committees (Administrators, Parents, Students, and Teachers) have been meeting regularly to work out specific curriculum strategies. They have made numerous recommendations and have generated ideas for pilot projects that have been, are, or will be tried out in one of the eight existing schools in the District. The source of the idea for each pilot is indicated by placing the name of the originating group in parenthesis.

A. To lower communication barriers between racial and ethnic groups.

Optimum School Project (Students) - A group of students was asked to create their vision of the "Optimum School." Results at first were limited in scope, seemingly because students had never before been asked to pursue their ideas related to educational needs. One recommendation was that the behavior code was not suitable for the student population. Groups of students, teachers, and administrators in each school are now involved in a dialogue to create a more realistic code.

Minority Models Project (Parents) - A pilot in progress that brings into small classes (30), in one school, minority group members who are successful in various vocations to speak about opportunities in their areas and act as models for minority students. Speakers have been coming to the school once every two weeks in this program. Their appearance will be increased to once per week by the end of the first semester.

Perceptual Styles Project (Parents) - A pilot in progress involving one parent and twelve students attempting to develop models of differing ways people perceive the world about them. This group meets approximately once per week in the evening for two hours.

Cultural Emphases in World Geography (Staff) - A pilot in progress in nine World Georgraphy classes designed to emphasize the contribution to American culture by people from Africa, Asia and Latin America during the study of these areas. Each area receives nine weeks attention.

Leadership Training Project (Staff and Students) - A project under development which seeks to identify potential leaders from the Mexican-American and Negro population and to systematically train them in leadership over a three year period. The project would provide opportunities to lead in gradually expanding environments of the classroom, the school, the neighborhood and the broader community. This project was encouraged for development by the Program Development Committee of the Santa Clara County Supplementary Education Center.

B. To facilitate the transition (while increasing the possibility of success) from secondary school to the world of work and/or continuing education.

Visits to Industry Project (Administrators) - A pilot completed in the Spring of 1967 that placed students (48), including minority group students, as individuals or in pairs with someone in industry for the better part of a day to get a picture of what a particular job was like. This pilot was well received by industry and students and is being incorporated in other school programs.

College Visitation Project (Staff) - A pilot completed in the Spring of 1967 that brought a small group of students (15), including minority group students, to a college campus for a day's activity to give them a better picture of what college was like. This activity is now being incorporated in other school programs.

Vocational Exploration as a Part of the English Curriculum (Administrators) - A pilot in the planning stage for Spring 1968 involving three English classes. Students will survey and investigate the vocational field through available sources (SRA Exploration Kit, Occupational Outlook Handbook, fictional and non-fictional materials in the library), prepare debates, written and oral reports around the theme, learn how to write letters of application, resumes, fill out applications, carry on interviews, locate available jobs, and visit local industries.

Industrial Education Proposal (Teachers) - A pilot in the planning stage to provide greater vocational guidance for students (aptitude, skill, verbal tests early in high school career) and provide entry vocation skills through new elective courses for students.

C. To raise aspiration levels of economically and educationally disadvantaged students.

Intra-District Student Transfer Project (Staff) - A pilot completed in the Spring of 1967 to see if individual attention (15 minutes per week in counseling groups of twos and threes) to a group of students transferred to a new school could affect their attitude toward the change in a positive manner. Most of these students come from low-income minority families. Results suggested a program of this type is a definite need when large scale (200-300) transfers are necessary.

Know Your School Project (Teachers) - A pilot completed in the Spring of 1967 aimed at increasing knowledge about one's school and the programs available in it. Results pointed up the need for all departments within the school to work together to meet the objectives stated above.

Teacher Aide Project (Staff) - A pilot completed in the Spring of 1967 that placed volunteer students from the continuation school in elementary school classrooms as teachers' aides. Success of this pilot is evident in the recommendation that all schools in the district attempt a similar program with receptive elementary schools. The main purpose of this is the improvement of attendance and attitude toward school on the part of the continuation school students which comes about through giving them a measure of responsibility.

Pre-Scheduling Project (Teachers) - A pilot in the planning stage for the Spring of 1968 designed to develop an effective method (videotape) of presenting the varied offerings of the school to students prior to making out their next year's schedule.

Intensive Counseling Project (Parents) - A pilot underway in which a small group of students (10) will receive more counseling than usual (15 minutes once per week as a minimum) and be able to contact their counselor day or night. Working with students with various problems (Mexican-Americans of low income families), the pilot plans to help them overcome their low self-esteem and hence increase the probability of success in school.

English Grouping Project (Administrators) - A pilot in the planning stage for Fall of 1968 designed to drop the usual ability grouping in English classes and group heterogeneously (schoolwide). It is planned that this program will take much unnecessary pressure off the advanced student and challenge the less advanced student. Students with severe skill handicaps will be placed in a program that is designed specially for them, rather than a scaled down version of the general program.

A study of current literature and available testing materials led to the development of evaluative instruments designed to measure aspiration level and provide an index of racial communication. These are limited and probing in nature, with further study, modification and testing to be done. The first group of these have been administered in one of the district schools. Results of this initial testing will determine future direction in the development and use of these instruments.

Much remains to be done to complete the instructional strategies part of this study. As the study progresses, more imaginative and potentially effective pilot strategies come to the surface, must be planned, executed and evaluated. Most of the pilot strategies tried so far have been very small in terms of the number of students involved. Some of these must be revised and tried on a larger scale (e.g. schoolwide). Some pilots in the planning stage now will not reach the implementation stage until the Fall of 1968.

Community Support

The second component objective is: "To develop strong community support for the concept of integration through community action by means of productive interaction of members of integrated committees representing community agencies and active participation in planning by groups to be directly served by an educational-community center."

Progress toward this objective has been achieved primarily through two avenues: (1) the "Action Framework" or committee structure, and (2) massive contact with the community through public meetings, printed material and displays.

The "Action Framework" (see appendix A) has been implemented through a number of committees involving community leaders, parents and other community citizens, school staff members and students. Over 160 individuals have been active in the nine committees currently at work. These committees have held a total of 85 meetings to date. A staff member has been present in an advisory capacity at each meeting.

The Blue Ribbon Advisory Committee has met monthly since its inception in February, 1967, one month after the project began. For its makeup, see appendix A. It has heard a series of reports by consultants who are knowledgeable in the educational park field. These include Dr. Robert Lamp, School Planning Laboratory, Stanford University; Dr. Donald L. Davis, President, Davis, McConnell and Ralston, Educational Consultants; Dr. Arthur Coladarci, School of Education, Stanford University; and Dr. Max Wolff the "father" of the Educational Park concept, of the Center for Urban Education.

Currently it is considering reports from the committees below it in the framework and has started to draft its recommendations to the District's Board of Trustees. We anticipate that this will be accomplished by or before March, 1968.

All indications are that the Blue Ribbon Advisory Committee is moving in the direction of strong support for the educational park concept. This is significant in view of the fact that the committee is composed of top "establishment" people as well as articulate members of the Mexican-American and Negro minorities. Mexican-American members include a local attorney, the national president of the Community Service Organization, the director of the EOC Area Service Center serving our community, the director of the Mexican-American Community Services Agency and a local Catholic priest. Negro members include the president of the San Jose branch of NAACP, an elementary school board member and a member of the County Board of Education.

The Inter-Agency Cooperation and Community Relations Committee, chaired by the Mayor of San Jose, has already endorsed the concept of a multi-agency community center (see appendix B). Efforts are now being made to secure support from the governing boards of key agencies. The County Board of Supervisors has indicated a very positive interest which we hope will develop into a firm commitment once the District's Board of Trustees makes a "go" or "no go" decision following its receipt of the Blue Ribbon Committee's report in the Spring of 1968.

The Curriculum Committee has endorsed a strong curriculum policy statement (see appendix C) which lays the philosophical foundation for a curriculum with a considerably broader base and much more flexibility than currently obtains. Much of the work of the Curriculum Committee and its four sub-committees is reflected in the report above on instructional strategies.

The Park Specifications and Site Needs Committee is currently considering criteria for site size and location and is expected to make its report to the Blue Ribbon Committee in January. It is anticipated that this committee will spell out the advantages and disadvantages of several possible sites. If one such site appears to be clearly superior to the others, the committee will probably make a firm recommendation on site location. If several sites appear to be equally advantageous, the committee will probably leave the choice to the Board.

The Inter-Group Relations Committee has concerned itself with suggestions for informing the public of the nature of the educational park concept and with ideas for breaking down communication barriers between groups in the school and community. It has devoted considerable time to the "generation gap" and means for narrowing it.

The Educational Specifications Committee is not yet active. It will become so in the near future, pending the outcome of current discussions with the State Department of Education's Bureau of School Planning and some preliminary work being done by a consultant who has experience as both city planner and architect.

The Task Force Committee has not been activated as it was found that its functions could be performed by the Inter-Agency Committee.

Contact with the community has been achieved through appearances of the staff before a wide variety of groups. To date 129 presentations to more than 4,600 individuals have been made through groups such as service clubs, neighborhood groups, faculty and student groups, PTA's, professional organizations, and minority group organizations.

In addition, a printed brochure explaining the study has had wide distribution in the community. We estimate that over 12,000 copies of this have been distributed (see appendix D). Parents of all students presently enrolled in the district have received a copy. A series of sixteen articles explaining the educational park concept and progress of the study have appeared in local papers. In addition, numerous news releases have appeared over the past year in the local press (see appendix E). A display was set up at the County Fair in August and viewed by many thousands of citizens. A half-hour television program, "A Time for Boldness," has been aired six times over the local UHF outlet, KTEH.

CONCLUSION

It is becoming increasingly clear that eighteen months will not be sufficient time in which to move from a situation characterized by general public apathy toward the emerging social problems of our community and by isolated programs of public agencies, toward a situation in which the entire community is made aware of the needs for a coordinated and well planned preventive strategy in attacking these problems.

A preventive strategy is inherently more difficult to launch than is a remedial strategy since we are dealing with the future. Our community is on the threshhold of social upheaval, but the local situation lacks the dramatics and sense of urgency characteristic of older urban areas which demand immediate cures for social ills a long time in the making. The East San Jose of 1967 is not the Detroit or the Philadelphia or the Los Angeles of 1967. But the East San Jose of 1987 could become as sick as are today's older cities if adequate planning is not done now. It is our conviction that such planning must involve the educational establishment working in concert with other public agencies in an atmosphere of public awareness and support currently being generated by our project.

Time, however, is crucial. In our judgment an additional year would give us the time we need to accomplish four tasks necessary for the successful launching of an educational park in East San Jose. These tasks are:

1. Broadening the present base of community involvement and support;
2. Detailed planning to work out the myriad details of organizing and administering a multi-agency community center;
3. Detailed planning of the instructional and administrative structure needed to implement a broadened, individually-oriented curriculum in a large school;
4. Detailed planning of a physical plant to house a major school complex which can capitalize on the virtues of both large size and humanely intimate sub-units.

This, then, forms the rationale for our recommendation that our project be extended for an additional twelve months, from July 1, 1968 to June 30, 1969.

2. Briefly describe project endeavors in which the anticipated results have exceeded expectations, and those in which results have not measured up to expectations.

The interest and involvement of the broader community has exceeded expectations. Certainly it is one thing to say in a project proposal that you are going to involve the community, but to do so on a task-oriented, operational basis is another matter. The initial response and the willingness of busy people to spend time and energy on the project has exceeded expectations.

The biggest disappointment has been in the inability or slowness of groups to create rational curricular strategies worthy of being piloted. Everyone can generalize about what is wrong with the present system; not everyone can develop a workable strategy to remedy the curricular wrong. Some ideas are good, but only now is the staff reaching the point where they can help committee members to define educational objectives well enough that strategies for meeting stated objectives can be created.

3. Report the effect of the project on the educational institution or agency by discussing what you consider to be the greatest change resulting from the object.

The project has had a ripple effect not only within the District but within the entire community. Teachers have become interested in contributing viable ideas to the Educational Park Study (EPS), and have moved ahead to test ideas in their own schools. Staffs of District schools have been interested and cooperative in operating small pilots.

The residents of the District have become more verbal and organized in stating area needs to the appropriate agencies. The agencies (City and County) have been more receptive in listening, (both to residents and to each other) and, in some instances, in meeting needs of area residents.

4. Report the effect on the cooperating agencies by (1) listing all the community agencies that cooperated in the project; (2) discussing the results of such cooperation; and (3) listing local educational agencies and counties which were served by the project and indicate any changes since the initial application.

The cooperating community agencies are best learned by an examination of the make-up of the major committees (see appendix A). All community agencies and organizations that could have any interest in an education-community complex such as the one under consideration were contacted and given an opportunity to be actively involved.

The results of such cooperation are not yet fully realized, and may not be for perhaps another year. However, the results of eleven months of planning (see Part II, 1b) are apparent.

The local educational agency involved is primarily the East Side Union High School District, although other school districts have been involved (see appendices A and F). The county served is Santa Clara County. Objectives remain the same as in the initial application although some extensions will result from a longer grant period.

5. Discuss how project information was disseminated. Include such information as (1) the number of unsolicited requests for information; (2) the number of visitors from outside the project area; and (3) the estimated costs of such dissemination.

Only eleven months of an eighteen month grant period have passed. To date 129 presentations have been made by project staff to more than 4600 individuals. A printed leaflet (see appendix D) has been distributed to 12,000. Local press coverage has been good. A sixteen-article series has been run in two of the local papers. A sampling of news releases appears in appendix E. A display, set up at the County Fair in August, was viewed by many thousands of citizens. A thirty-minute television program, "A Time for Boldness," has been aired six times over the local UHF outlet, KTEH. Dissemination costs have been approximately $1200.

6. Describe the methods and procedures being developed to carry the project forward without Federal support after the designated approval period.

If the project is feasible, the school plant itself will be constructed with the usual local and state aid. Financing of community and agency structures is still being explored. Also, the structure, functions, and responsibilities of a managing consortium for the park, will be developed during the twelve-month extension period.

7. List costs for budget period this narrative report covers:

$164,692	Total costs
59,623	Total non-Federal support
88,077	Total Federal support under Title III, P.L. 89-10
16,992	Total Federal support other than Title III.

PART III -- PROJECTED ACTIVITIES

Application for a Continuation Grant

1. Describe the additional educational needs to be met with the proposed program.

The educational needs remain essentially the same. Additional strategies need to be piloted and promising ones need to be tested on a broader scale.

If approval of the District's Board of Trustees is given after the Blue Ribbon Committee has made its report, agency commitments will need to be formalized, funding sources explored and a "management" structure for the education-community complex will need to be developed.

2. Describe in detail the additional objectives of the proposed program as related to the needs described above.

The project objectives remain the same as in the original proposal (stated in Part II, 1 b, results of planning).

The present project has run only eleven months of an eighteen-month grant period. On the basis of what has been accomplished thus far, we feel that additional time will be needed. Because of project deadlines, we must apply now for a continuation grant even though our information for decision making is less than complete.

More curricular strategies will be developed and piloted, and promising ones that have been piloted will be extended in scope to provide more reliable feedback.

The Blue Ribbon Committee's report will go to the District's Board of Trustees in March. Subsequently, the Board of Trustees will make a "go" or "no go" decision. A "no go" decision will signal the termination of the planning project. A "go" decision will necessitate meeting the following objectives:

1) broadening the base of community involvement and support;

2) detailed planning to work out the myriad details of organizing and administering a multi-agency community center;

3) detailed planning of the instructional and administrative structure needed to implement a broadened, individually-oriented curriculum in a large school;

4) detailed planning of a physical plant to house a major school complex which can capitalize on the virtues of both large size and humanely intimate sub-units.

3. State in sequence the activities to be carried out in achieving these objectives.

Agencies thus far involved will be asked to make a firm commitment in regard to their role in the educational park. Sources of funding for their components will be sought and obtained.

Existing committees will be used to develop the organizational structure for the "management" of the multi-agency community structure.

The instructional and administrative structure needed to implement the project's educational component will be detailed.

Planning of the physical plant for the total complex will be completed.

4. Describe the method and procedures for evaluating these objectives.

The existence and operation of a multi-agency education-community complex on San Jose's East Side could be the ultimate evaluation of the results of the planning grant. Evaluation of smaller project components will be as described in the initial proposal.